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USE OF FREE TIME BY GRADES NINE TO TWELVE STUDENTS  
IN TWO SMALL ROMAN CATHOLIC SEPARATE SCHOOLS

by

SISTER RUTH MARY DICKINSON  
DAUGHTER OF WISDOM



A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled USE OF FREE TIME BY GRADES NINE TO TWELVE STUDENTS IN TWO SMALL ROMAN CATHOLIC SEPARATE SCHOOLS, submitted by SISTER RUTH MARY DICKINSON in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

A survey of the "free reading" done by students and of the other uses made of their free time, in the last four years of high school, was made in the early part of the school year of 1963-64. The population sample of 224 students was taken from two small Roman Catholic separate schools in Central Alberta.

The study shows that, in general, students in these school years were reading books, newspapers, and magazines, but that the amount of reading in each area varied according to the grade of the student. Books were more popular in grades nine and ten; newspapers and magazines were more popular and books less popular in grades eleven and twelve.

About two thirds of the students were listening to radio and viewing television; only a relatively small percentage of them was not adding some verbal communication, through reading, to the audio-visual communication.

The most marked differences in reading was shown by sex: the girls were interested in careers, love, and family life; and the boys showed interest in sports, the out-of-doors, adventure and the world at large.

This study recommends that parents, teachers, and librarians take a greater interest in the "free reading" that students are doing, and give them encouragement by supplying suitable reading materials.

It also recommends that some thought be given to building the literature program in senior high school around student interest, and that separate literature classes be arranged for girls and boys so that their different interests may be respected.

The study also points out that students need guidance in



their choice of newspaper and magazine reading, and in their selection of radio and television programs. Instruction to students on the newspaper and magazine reading skills, as well as guidance in the evaluation of radio and television programs is suggested.

It is recommended that clergy and laity of the Catholic Church make a study of the apparent lack of interest in Catholic periodicals and books shown by students in this study.





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## CHAPTER I

### FORMULATION AND DEFINITION OF THE PROBLEM

#### A. INTRODUCTION

Among today's educators, there is much concern about the danger of our young people developing into a generation of non-readers. Such questions as the following are being asked about the reading habits of students:

If high school students are not reading, is it because they have so many other interests?

Are teenagers not reading because the materials offered have little appeal to modern youth?

In the mid-thirties, Byrns found, from the replies to a questionnaire given to freshmen enrolling at the University of Wisconsin, that high school graduates reported a surprisingly small amount of voluntary reading done during the last year of high school, and that much of what they had read was mediocre in quality.<sup>1</sup>

The 1957 Guide to the Teaching of Reading, Listening, Viewing for the Minneapolis Public Schools points out that, because of technological advances, people's habits in regard to reading, listening, and viewing are altering. Reading and television, new developments in sound recordings, and the motion picture have wrought changes that

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<sup>1</sup>The Byrns-Henmon survey showed that, on an average, the boys read less than one book every three months, and that more than one third of these books was popular fiction and detective stories; the girls read less than one book every ten weeks, and more than a third of these was popular fiction. Ruth Byrns and V. A. C. Henmon, "Reading Interests of High School Seniors," English Journal, XXV (January, 1936), pp. 61 - 64.





necessitate a reappraisal of the relationship between these various tools of learning.<sup>2</sup>

Brink suggests that the reading materials offered to young people often have little appeal to them. In summarizing a study completed in the late thirties, he states that some pupils spent a considerable amount of time in reading; however, much of the voluntary reading was unsatisfactory, both in quality and quantity.<sup>3</sup> He suggests that, since trying to get students to read the classics has been unsuccessful, the improvement of leisure-time reading skills should be based on a thorough understanding of, and a catering to the pupils' interests.<sup>4</sup>

In 1956, Alm reminded educators that the reading of young people of the middle twentieth century was a "far different type of fare from that served the adolescent of a few decades ago."<sup>5</sup> Today children are reading books primarily intended for adolescents, and

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<sup>2</sup>. Reading, Listening, Viewing, Grades 7 - 12, Minneapolis Public Schools, (Minneapolis, Minnesota: 1957), p. 7.

<sup>3</sup>. The report showed the following: Ninety per cent of the students indicated that they were reading. Adventure ranked first in all grades from nine to twelve; romance also ranked high; seniors were reading the best sellers of the year. Interest in biography and non-fiction increased as the students matured. However, books on poetry, art, music, and religion did not appear to interest pupils greatly. History and politics ranked low. Some students read extensively, others but meagerly. William G. Brink, "Reading Interests of High School Pupils," School Review, XLVII (October, 1939), pp. 614-621.

<sup>4</sup>. Ibid., p. 613.

<sup>5</sup>. Alm, Richard S. "The Development of Literature for Adolescents," School Review, LXIV (April, 1956), p. 172.



adolescents are reading adult novels and fiction. He also added that:

Writers have come to accept adolescents as a worthy audience for a body of imaginative literature all their own...The adolescent has today available to himself a field of literature rich with the works of talented, thoughtful writers."<sup>6</sup>

#### B. PURPOSE OF THE STUDY

What are students doing with their leisure time nowadays?

Do they read, watch television, attend films, listen to the radio, engage in other activities? What use do they make of the mass media?

This investigation made a limited survey of the mass media consumption (particularly in regard to reading) of grades nine, ten, eleven, and twelve students to ascertain the scope of their reading and the time spent on it, as well as its inter-relationship, if any to such mass media experiences as listening to radio, watching television, and attending films. The students included in the survey were from two small Roman Catholic separate schools, located in two geographical areas of Central Alberta (Red Deer and Castor).

#### C. JUSTIFICATION FOR THE STUDY

This study was designed to produce the following results:

1. Show what percentage of students are reading, what materials they are reading, and how much radio, television and other activities are taking up their free time.
2. Help teachers and librarians in the following ways:
  - a. The findings, providing teachers with a knowledge of "free reading" habits, might give teachers a point

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<sup>6</sup>. Ibid., p. 177





of departure for the direction of student reading.<sup>7</sup>

- b. Student preferences of books, as indicated on the student-kept "logs", might offer guidance to teachers and librarians in the selection of library books.
- c. The magazine and newspaper reading recorded in the "logs" might give direction as to which types of magazines and newspapers should be placed in the library.
- d. The study of the frequency of magazine reading might suggest that students read brief articles and short stories because their time for reading is limited, or that their interest can be sustained for but a short while, and that, therefore, collections of certain types of essays and short stories should be purchased for the library shelves.
- e. The results of the survey of newspaper and magazine reading might indicate to the social studies teacher the extent and type of reading done for current events. The results might also indicate the newspaper and magazine reading skills need to be taught.
- f. Some of the possible relationships between communication received through mass media (such as radio, television, and films) and reading might be delineated.

#### D. DEFINITIONS

In this survey, "free reading" means the reading a student does on his own (within the limitations of available materials) at home,

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<sup>7</sup>. "When pupils read voluntarily, they often turn to printed materials which require a minimum effort, such as picture magazines, comic strips, and pulp magazines. It is abundantly clear that the school all too frequently has failed to stimulate pupils to enrich their experiences through wisely chosen reading materials. However, many teachers clearly demonstrated that reading abilities, habits, and interests can be developed through skillful guidance and direction." William Brink, "Criteria for the Selection of the Curriculum," in Harl R. Douglass (ed.), The High School Curriculum, (New York: The Ronald Press Company, 1947), p. 222.



at school, or elsewhere. It excludes all reading specifically assigned in school by teachers for any course.

This reading is done on the student's own initiative: it may or may not be related to his studies; it may include books on the list for which the student later expects to receive credit in the leisure reading program in literature.

"Films" refer to movies students view in a theatre.

#### E. PREVIEW OF THE ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II reviews literature (of the past thirty years) related to the "free reading" of high school students.

Chapter III describes the collection of the data on "free reading", listening, and viewing of students in grades nine, ten, eleven, and twelve, who were attending separate schools in Red Deer and Castor. The data were collected by two questionnaires and a three-week survey made through student "logs".

Chapter IV analyzes the data collected.

Chapter V summarizes the findings, draws conclusions, and makes recommendations.





## CHAPTER II

### REVIEW OF LITERATURE ON YOUNG PEOPLE'S READING

During the past thirty years, educators have shown concern about the reading habits of secondary school students: studies have been made to determine whether or not high school pupils are reading; surveys have been undertaken to discover the literary interests of children and young people; adolescents' choice of reading to meet "felt" needs and interests has been discussed; adult selection of books for young people has been questioned; and the effects of comic books, radio, television, and movies on adolescent reading have been considered. The following pages review briefly some of the literature which reflects anxiety about high school students' reading: their interests and their selection of reading matter, adult choice of reading materials for them, and the complexity of choices the student has for the use of his free time.

#### A. ARE HIGH SCHOOL STUDENTS READING?

Some writers in the field of "reading" have been alarmed at the size of the non-reading public, and point out the possible dangers to democracy of an "illiterate literacy."

In 1937, Centre and Persons, reporting on their study of the leisure reading of high school students, expressed anxiety regarding the lack of good leisure reading done in the high school years; most high school students, they thought, would not be able, in later years, to turn to their reading as a guide to their thinking: "If reading provides merely entertainment, amusement, escape from boredom, it leaves the reader without his chief means of intellectual and spiritual



growth.<sup>1</sup>

About twenty years later, Edwards also showed concern about the serious problem of a large non-reading public:

How can a democracy keep vigorous and active when its people get their ideas from television, comedians, the neighbours, and social clubs in their communities?<sup>2</sup>...If the masses are to recognize demagogues as they arise, if they are to vote as individuals...if they are to understand the problems of this country and its role in the world affairs, they need to avail themselves of the wisdom of books.<sup>3</sup>

At the beginning of World War II, the threat to democracy of an "illiterate literacy" was pointed out by Shores, who said that the activities of modern life tend to discourage thoughtful reading.<sup>4</sup>

Some years later, Sister M. Alma noted that she was aware of the same danger when she wrote:

What is going to become of our democracy if we are developing a generation of non-readers who would rather believe whatever they are told than make the effort to read and to study for themselves what they should believe?<sup>5</sup>

About the same time DeBoer, Kaulfers, and Miller spoke of the importance of reading competence, not only because it underlies success in all high school studies, but because it is essential to personal enrichment and intelligent citizenship.

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1. Stella S. Centre and Gladys L. Persons, "Leisure Reading of High School Students," English Journal, XXV (November, 1936), p. 725.

2. Margaret Edwards, "Let the Lower Lights Be Burning," English Journal, XLVI (November, 1957), p. 462.

3. Ibid., p. 474.

4. Louis Shores, "The School Librarian as Reading Teacher," Wilson Library Bulletin, XV (October, 1940), p. 118.

5. Sister M. Alma, "The School Library a Necessity," Catholic School Journal, LI (February, 1951), p. 37





A literate society is not necessarily a democratic society, but an uninformed people cannot long continue to be a self-governing people.<sup>6</sup>

At the Forty-Seventh Annual Convention of the National Association of Secondary School Principals, La Brant stated that educators must be concerned that our people be a reading public so that they can inform themselves about the history of man's development, his customs and beliefs, man's relations with man, science and its effects, and man's role in the universe he has begun to explore.

These are matters with which literature, in its broad sense, deals. These are matters to which considerably more than half of our public must be directed through reading during secondary school. Otherwise, we must depend upon the incidental stimulation of the newspaper, radio, television, or word of mouth.<sup>7</sup>

#### B. STUDENT BOOK READING INTERESTS AND CHOICES

Several investigations have been carried out in an attempt to determine young people's reading interests and choice of books.

In 1939, Brink, in summarizing the results of a survey of the reading interests of 1,532 pupils in several high schools in Chicago, concluded that:

Reading interests change during the four-year high-school period, seniors evidencing more interest in non-fiction than freshman...boys show more interest than girls in scientific, technical and vocational books.<sup>8</sup>

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<sup>6</sup>. John J. De Boer et al., Teaching Secondary English, (New York: McGraw-Hill Book Company Inc., 1951), p. 161

<sup>7</sup>. Lou LaBrant, "High School English Today - a Brief Overview," The Bulletin of the National Association of Secondary Schools, XLVII (April, 1963), pp. 52-53.

<sup>8</sup>. William G. Brink, "Reading Interests of High School Pupils," School Review, XLVII (October, 1939), pp. 620-622.





He concluded that the classics were still read widely, but that there was an interest in recent books, especially biography and travel, and the books that adults were reading.<sup>9</sup>

Norvell, in his twelve-year study of the reading interests of young people, was particularly concerned about the literature studied in class. He pointed out the critical need for a continuous supply of dependable data concerning children's reading interests, and even suggested the foundation of a permanent research venture in this field.<sup>10</sup>

Some ten years later, related studies were completed in Alberta. Fisk surveyed the leisure reading of junior high school students, and Campbell, that of senior high school students.

Fisk concluded that the objectives set down by the Department of Education were being met as to quantity, quality, and variety of books; that the students were getting pleasure from their reading; and that their reading was improving.<sup>11</sup>

Campbell, in reporting on the senior high school program, inferred that students of the senior high schools of Alberta were reading quite widely and were benefitting from the time spent in leisure reading. A great variety of books was being read by the students.<sup>12</sup>

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<sup>9</sup>. Brink, loc. cit.

<sup>10</sup>. George Norvell, The Reading Interests of Young People, (Boston:Heath and Co., 1950) Preface.

<sup>11</sup>. Robert Ritchie Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta (unpublished Master's Thesis), University of Alberta, Edmonton, 1961) p. 87.

<sup>12</sup>. Charles S. H. Campbell, Leisure Reading in the Senior High Schools of Alberta, (unpublished Master's Thesis, University of Alberta, Edmonton, 1962), p. 126.



Students indicated the books they liked best in their libraries; furthermore, they suggested others that they would like to see on the shelves.<sup>13</sup>

In a 1963 review of research on reading interests, Furness summarized numerous investigations by saying that "age is important in governing the reading interests in the elementary grades, but that sex is a dominating factor from the sixth grade on"<sup>14</sup>

#### C. STUDENT MAGAZINE AND NEWSPAPER READING CHOICES.

The 1936 Byrns study noted that "both boys and girls have listed a much smaller percentage of the cheap type of magazines than one would expect...Girls read more high-class monthly magazines than did boys."<sup>15</sup>

Twenty years later, in 1956, Vandament found that high school students were reading magazines in the areas of current events and vocational or avocational interests, "one of many expressions by the adolescent that he is maturing and seeking to take his place in adult society."<sup>16</sup>

About this time, Burns made a study of newspaper reading in secondary modern schools in England. Summarizing the results, he

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<sup>13</sup>. Campbell, loc. cit.

<sup>14</sup>. Edna Lue Furness, "Research on Reading Interests," Education, LXXXIV (September, 1963), p. 7.

<sup>15</sup>. Ruth Byrns and V. A. C. Henmon, "Reading Interests of High School Seniors," English Journal, XXV (January, 1936), p. 62.

<sup>16</sup>. William E. Vandament, "An Investigation into the Reading Interests of Children," Journal of Educational Research, XLIX (February, 1956), p. 468.





suggests that "the habit of newspaper reading may be more widespread among children in secondary modern schools than has been supposed."<sup>17</sup>

#### D. ADULT CHOICE OF BOOKS FOR CHILDREN

The question of adult choice of books was raised by Carlson in 1956 and Rankin in 1947. Carlson suggested that, with an expanding school population, educators need to revise the lists of books offered to students.

Countless teachers have experienced the complete distaste that such students (the public school population) show for what is being thrust toward them in the name of culture."<sup>18</sup>

Rankin made a study of the circulation of books in eight public libraries located in Illinois, New York, and Ohio. These libraries represented large and small urban and village populations. She found that the Newbery Books<sup>19</sup> (selected by adults) were not always popular with children.<sup>20</sup>

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<sup>17</sup>. Ronald C. Burns, "Newspaper Reading in the Secondary Modern School," British Journal of Educational Psychology, XXV (February, 1955) pp. 1-9.

<sup>18</sup>. Robert G. Carlson, "The Language Arts and Literature," in Harl R. Douglass (ed.), The High School Curriculum, (New York: The Ronald Press Company, 1956), p. 392.

<sup>19</sup>. The "Newbery Medal", established by Frederic Melcher, is awarded annually (since 1921) for the best children's book written by an American. Melcher named his award after John Newbery (1713-1767), English publisher of newspapers and children's books. William Rose Benet (ed.), The Reader's Encyclopedia, (New York: Thomas Y. Crowell Company, 1948) p. 766.

<sup>20</sup>. Marie Rankin, "Interests in Library Books of Fiction," Teachers' College Contributions to Education No. 906, (New York: Teachers' College, Columbia University, 1947) cited by Furness, op. cit., p. 3.





Diltz asked if the school is challenging students with quality literary material, and whether it is really teaching literature, or merely preparing students for examinations.<sup>21</sup>

Other educators have pointed out the value of magazines and paperbacks in the hands of students. Hurley says that magazines constitute a source of the latest information on many timely subjects, supplying curricular material at a comparatively low cost, providing much short, concise, and easily-read literature of popular appeal.<sup>22</sup>

Speaking of paperbacks, in 1957, Sister Harriet stated that teenagers feel that we are giving them something of their own age when we put into their hands the color and compactness of the thirty-five-cent books.<sup>23</sup>

#### E. STUDENT USE OF FREE TIME

What have some of the educators said about student use of free time in this complex world of mass media?

The Guide for the Minneapolis Public Schools, cited in Chapter I of this study, has this to say about the competitors of reading:

Reading is still a basic tool of learning, but as an avocational interest, it has strong competitors and many people now prefer to listen and to view, rather than to "read for fun".<sup>24</sup>

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<sup>21</sup>. Bert Case Diltz, The Sense of Wonder, (Toronto: McClelland and Stewart Limited, 1953) p. 5.

<sup>22</sup>. Richard J. Hurley, "What Magazines for the Catholic High School?" Catholic School Journal, LVI (February, 1956) p. 33.

<sup>23</sup>. Sister Mary Harriet, "Let's Use the Paperbacks," English Journal, XLVI (April, 1957), p. 202.

<sup>24</sup>. Reading, Listening, Viewing - Grades 7 - 12, Minneapolis Public Schools, (Minneapolis, Minnesota; 1957) p. 7.





In the same vein, Sister Mary Baptista said in 1961, "The printed word, relatively unadorned, palls in comparison with movies, television, and other non-print attractions."<sup>25</sup>

Southard stated that one of the general, basic objections to comic books, movies, and television, is that they "tend to create lazy, uncritical mental habits." Printed words arouse the mind more than pictures because they do not so easily surrender meaning. Children accustomed to fast moving comic strips are impatient of the slow print in other forms of literature.<sup>26</sup>

In 1948 Fitzpatrick noted that prolonged dependence on pictures in instruction may retard or restrict verbal imagery and inhibit the power of abstraction and of reasoning by ideas. Ultimately students must rely on words as the main factor in their intellectual development.<sup>27</sup> However, no authority has established that students read less today than they did in the past when there were fewer choices of activities.

The review of literature in this chapter aims at making parents, teachers, and librarians aware of the need of a better reading program for high school students. The recommendations at the end of Chapter V of this study suggest ways to improve "free reading" in the high school.

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<sup>25</sup>. Sister Mary Baptista, "Kindle a Fire for Reading," Catholic School Journal, LXI (November, 1961), p. 46.

<sup>26</sup>. Robert E. Southard, Our Comic-Book Children, (St Louis: The Queen's Work), p. 7

<sup>27</sup>. Edward Fitzpatrick, Editor, Catholic School Journal, XLVIII (February, 1948), p. 42.





## CHAPTER III

### DESIGN OF THE STUDY

To ascertain the scope of "free reading" done by the chosen sample, and to look for interrelationships between reading and other mass media, such as radio, television and films, a survey was made early in the school year of 1963 - 64.

#### A. COLLECTION OF DATA

By means of student "logs" and two questionnaires, data on the "free reading" habits of 117 girls and 107 boys in grades nine, ten, eleven, and twelve, in two small Roman Catholic separate schools (Schools A and B) were collected.

School A, within a small city (Red Deer) had at the time, an enrollment of 170 students in grades nine, ten, eleven, and twelve, most of whom were from the urban area. School B, situated in a small town (Castor) had an enrollment of 54 students in grades nine, ten, eleven and twelve. The most of these students were from rural areas. The combination of pupils from these two schools gave a cross-section of urban and rural school population in the geographical area of the study.

#### B. PILOT STUDY

During the second week of September, a one-week pilot study was made in School A. Throughout the week, Monday to Sunday, twenty-four students from grade eleven kept on a special form (to ensure all possible objectivity and uniformity in the replies, and to facilitate



analysis), a "log" of their "free reading", radio listening, television watching, and film viewing. Time was given at the beginning of the literature period each day for the marking of the "logs".

When the "logs" were returned for examination, it was noted that closer supervision of the marking of the "logs" was desirable to make sure that daily notations were made.

### C. THE SURVEY

Following the pilot study, the order of the items on the "logs" was somewhat revised; mimeographed copies, as shown in Appendix I were prepared. Different coloured "log" covers were used to distinguish "log-weeks".

During the first week of November, the survey proper got under way, when 672 "logs" were distributed to the teachers who supervised the three-week survey. In addition, a short questionnaire was given to the 224 students involved in Schools A and B. The questionnaire asked for the student's age, grade, and sex; whether or not he had radio and television at home, and/or owned his own radio. (See Appendix I.)

The number of students in each grade for the two schools is shown in Table I.

TABLE I

STUDENTS FROM SCHOOLS A AND B, ACCORDING TO GRADES

GRADE	SCHOOL A	SCHOOL B	TOTAL
IX	60	19	79
X	49	16	65
XI	40	6	46
XII	21	13	34
TOTAL	170	54	224





The school population used for the survey is graphically represented by grade in Figure 1, and by grade and sex in Figure 2.

#### D. DIRECTIONS TO THE TEACHERS INVOLVED IN THE STUDY

Directions for the teachers, as to the manner of the keeping of the "logs", were sent out with the "log forms". They were:

Would you please start your survey next week. On Tuesday, November 5, the students could be given the forms to record any reading they did on Monday. The forms with the blue covers are for the first week, those with the green covers for the second, and those with the white covers are for the last week.

English for Today, Grade Eleven<sup>1</sup> explains how to distinguish a news story from a feature. This is found on page 219. Since the pupils in grades nine and ten will probably be unfamiliar with this difference, you will find a copy of the paragraph from page 219 of English for Today, Grade Eleven given below.<sup>2</sup>

Some students in the pilot study found that there was too little room for their radio and television programs in the rectangles provided. If any student has not enough room, he may use the back of the page also to record his programs.

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<sup>1</sup>. Martha Gray et al, English for Today, Grade Eleven, (Toronto: Longman's, Green and Co., 1954).

<sup>2</sup>. The paragraph referred to reads as follows:

"News writing is much different from most of the writing that you have done. In themes, short stories, and research papers you started at the beginning and worked up to a climax at the end, or you wrote in chronological order and related incidents in the order in which they happened. In a news story you will work in reverse, starting with the climax or most important point and working down to the least important circumstance. This is called the inverted pyramid style. This method gives the reader the gist of the news in only a paragraph or two of each story, and it provides an easy way for the editor to cut stories to make room for the last-minute news."





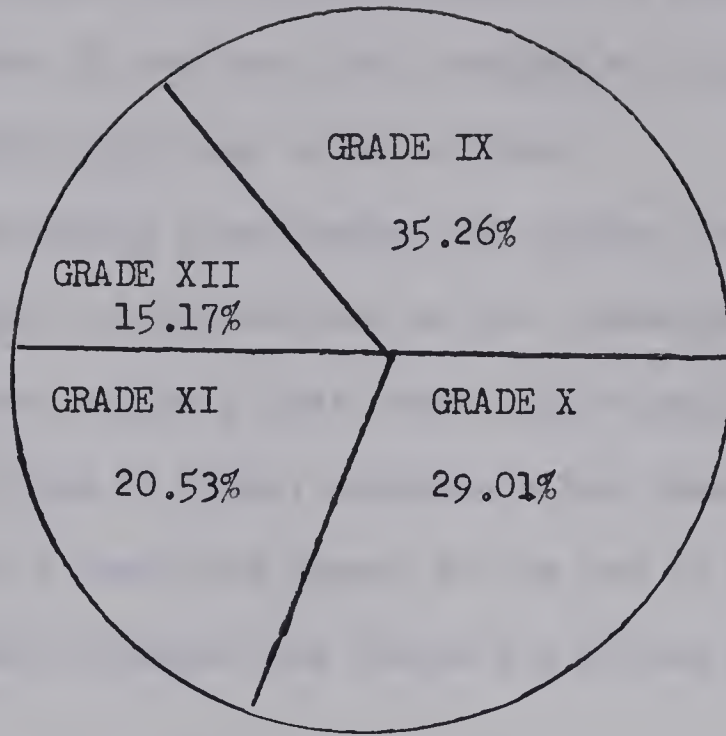


FIGURE 1

PERCENTAGE OF DISTRIBUTION OF SCHOOL POPULATION SAMPLE  
BY GRADE

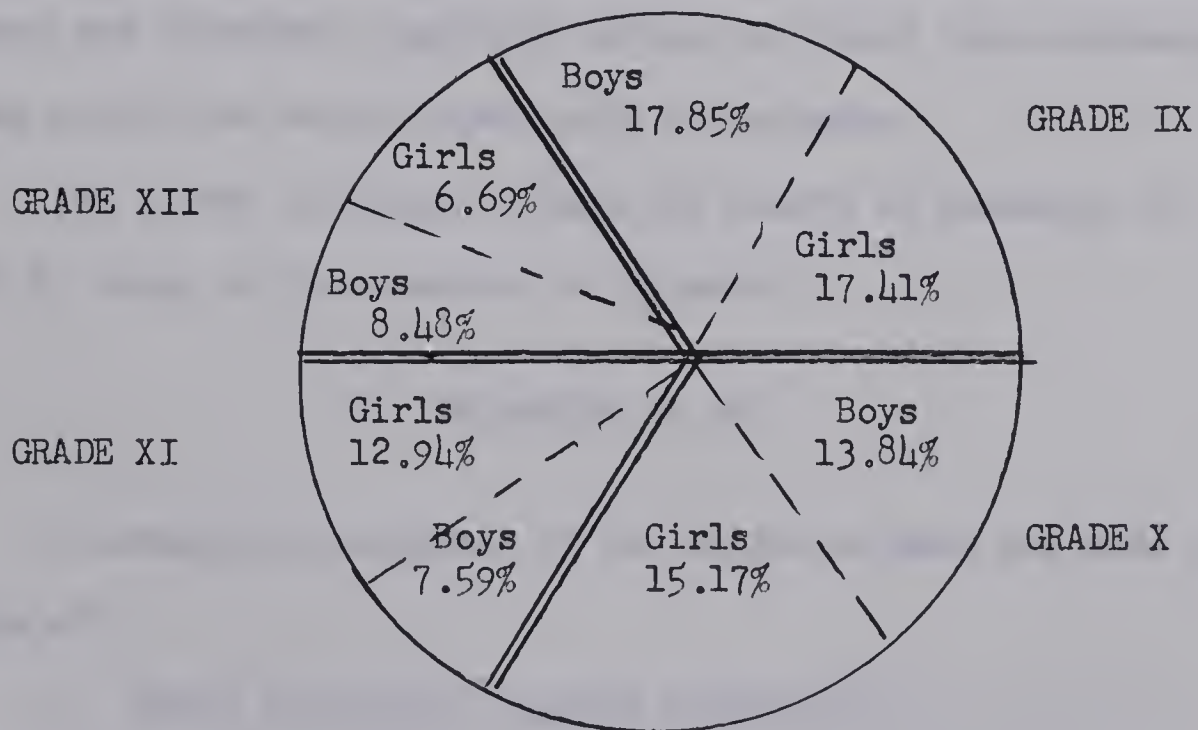


FIGURE 2

PERCENTAGE DISTRIBUTION OF SCHOOL POPULATION SAMPLE  
BY GRADE AND SEX



It was emphasized that student identity in regard to the "logs" was not required; it was not their reading as individuals, but their reading as a group which was being studied.

Though the students from grades ten, eleven, and twelve from School A were under the supervision of the investigator, they were assured that it was unlikely that their "logs" would be identified; each Monday, class by class, students piled their "logs" in heterogeneous order in a specified place; at the end of the day, the "logs" for the week were gathered and stored for future analysis.

#### E. TIME OF THE SURVEY

The month of November was chosen for the survey as being a period of normal study at school, between the first report card (coming out about the end of October) and the Christmas examinations. The survey was therefore completed before the usual time-consuming Christmas activities which began early in December.

The survey in School A began the fourth of November; in School B it began on the eleventh of November.

#### F. TREATMENT OF DATA

A comparative analysis of the collected data was made on the basis of:

1. Boys' and girls' reading interests.
2. Reading interests of boys in grades nine and ten with those of boys in grades eleven and twelve.
3. Reading interests of girls in grades nine and ten with those of girls in grades eleven and twelve.

A further analysis of student replies was made to determine





what relationship (if any) there was between "free reading" and use of the mass media of communication, such as listening to radio, watching television, and viewing films.<sup>1</sup>

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<sup>1</sup>. In 1940, Shores saw radio making inroads on reading. "Every interest that expressed itself through reading, such as news, sports, drama, stories, household recipes, yes, even book reviews, now finds satisfaction in capably presented broadcasts." Louis Shores "The School Librarian as Reading Teacher," Wilson Library Bulletin, XV (October, 1940), p. 117.



## CHAPTER IV

### ANALYSIS OF THE COLLECTED DATA

For analysis, the information from the "logs" and the questionnaires was tabulated under the general headings of: reading, audio-visual media of communication, and other demands on student time.

#### A. RETURN OF THE "LOGS" AND THE QUESTIONNAIRES

Out of 672 "logs" sent out, 534 came back from Schools A and B; the return of questionnaires showed that out of a student population of 224, 206 students answered the first questionnaire, and 215, the second.

On examining the tabulated information taken from the "logs" and the questionnaires, the reader must understand that data from the "logs" involve reading, listening, and viewing done by a student in a period of a week. In the three-week survey, there may have been one to three "logs" per student returned; it is also possible that some students returned none. Data from the questionnaires involve number of students.

The percentage of "logs" returned by the total population sample is shown in Figure 3; the percentage of usable "logs" returned by girls and boys is shown in Figure 4.

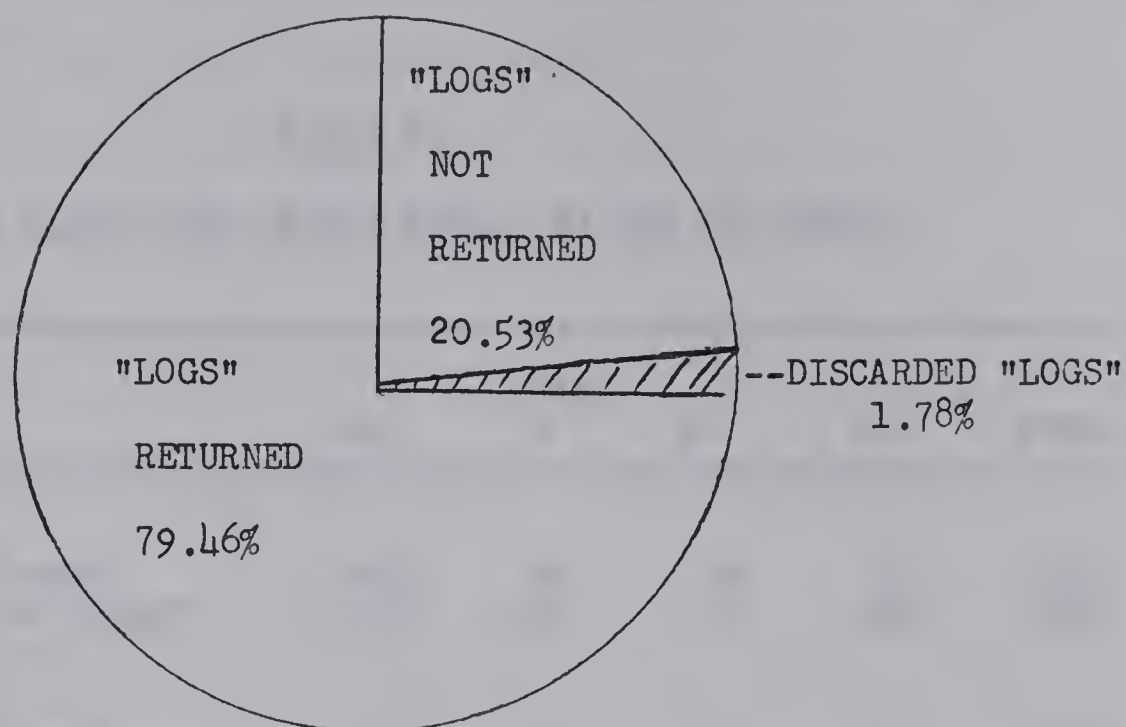
Twelve of the 534 "logs" had to be discarded because they lacked information as to sex and/or grade, and could not be classified. About 86 per cent of the girls returned their "logs" in comparison to about 68 per cent of the boys.<sup>1</sup>

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<sup>1</sup>. Since the boys did not make a good return of the "logs" the results are incomplete.



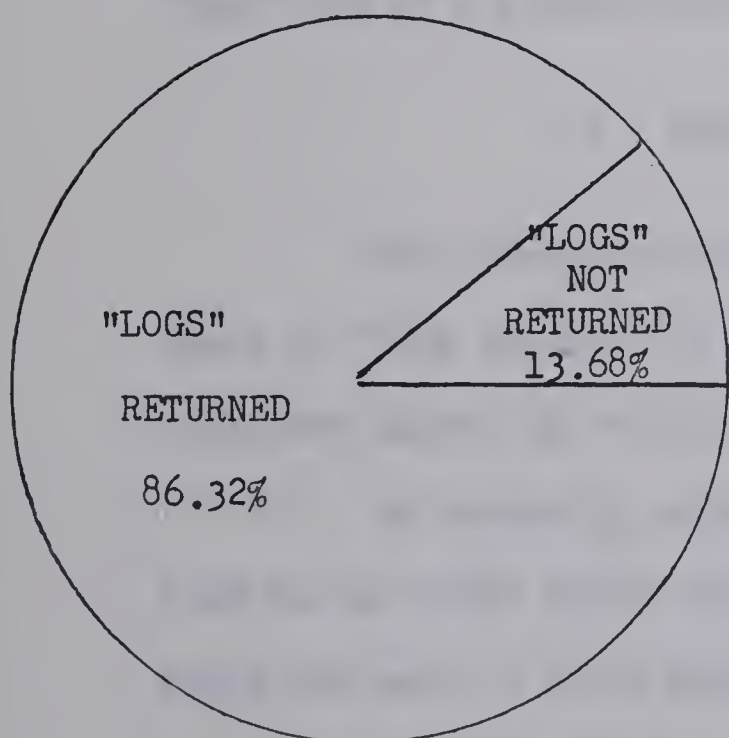




N = 534 "LOGS"

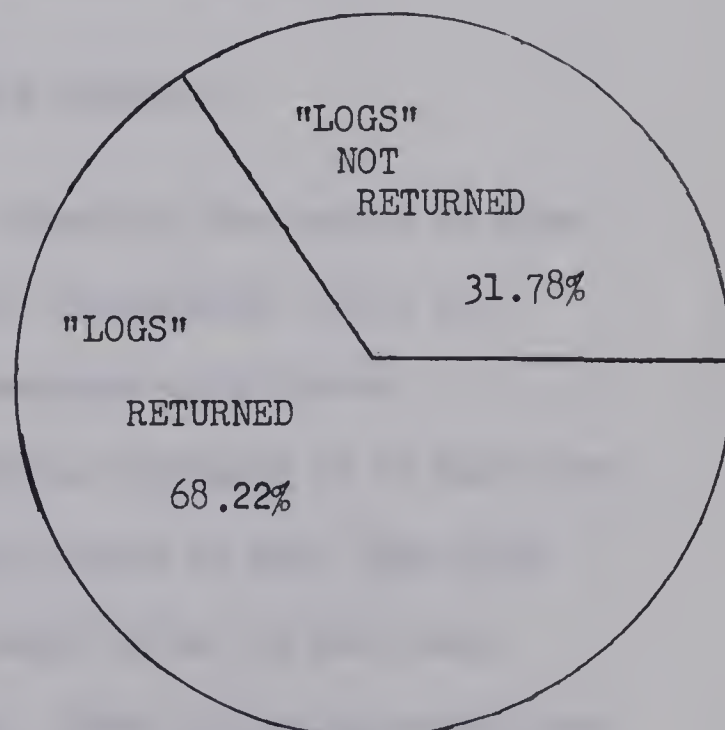
FIGURE 3

PERCENTAGES OF "LOGS" RETURNED BY TOTAL POPULATION SAMPLE



GIRLS

N = 303 "LOGS"



BOYS

N = 219 "LOGS"

FIGURE 4

PERCENTAGE OF USABLE "LOGS" RETURNED BY TOTAL POPULATION SAMPLE  
ACCORDING TO SEX



The "logs" used were broken down as is shown in Table II, below:

TABLE II  
NUMBER OF "LOGS USED IN THE STUDY, BY SEX AND GRADE

SEX	GRADE				
	IX	X	XI	XII	TOTAL
GIRLS					
Number of "logs" used	100	94	72	37	303
Possible number of "logs"	117	102	87	45	351
BOYS					
Number of "logs" used	64	76	45	34	219
Possible number of "logs"	120	93	51	57	321

The above table shows how the 522 "logs" returned out of a possible 672, were distributed by sex and grade.

The lowest return came from the boys in grade nine, with 64 "logs" out of a possible 120 (just a 53 per cent return).

#### B. TIME SPENT ON "FREE READING"

Data from Questionnaire No. 2, regarding the amount of time spent on "free reading" by all the students responding (215), is tabulated below, by sex and grade in percentages of students.

In comparing percentages of students spending up to two hours, from two to three hours, from three to four hours or more than four hours per week on "free reading", there seems to be, on the whole, only slight differences between the sexes. Table III shows variations up to 6 per cent between the girls and the boys in grades eleven and twelve, and slightly greater variations of up to 10 per cent between the girls and the boys in grades nine and ten.





Differences between grades, as shown in Table III are more marked for the girls than for the boys in the periods of from two to three hours; from three to four hours, and more than four hours per week "free reading" time. This is especially noted in the greatest amount of time per week spent in reading: 40 per cent of the girls in grades nine and ten, compared to 15 per cent of the girls in grades eleven and twelve, were reading more than four hours per week.

TABLE III

PERCENTAGES OF STUDENTS SHOWING AMOUNT OF TIME  
SPENT PER WEEK ON "FREE READING", BY SEX AND GRADE

TIME SPENT READING	GIRLS GRADE		BOYS GRADE	
	IX & X N = 67	XI & XII N = 40	IX & X N = 65	XI & XII N = 33
Up to two hours	34%	33%	26%	33%
Two to three hours	15%	32%	22%	30%
From three to four hours	11%	20%	21%	16%
More than four hours	40%	15%	31%	21%

From the above table, it appears that a larger percentage of students found less time to read in grades eleven and twelve, than did in grades nine and ten. About 65 per cent of the students in grade eleven and twelve were reading less than three hours per week, compared to about 50 per cent of the students in grades nine and ten.

Table IV shows student responses, by sex and grade, to the question, "Do you feel that you have time to read?"

In replying to the question, "Do you feel that you have time to read?" a greater percentage (about 15 per cent) of the boys than



of the girls answered affirmatively. However, grade levels showed only slight differences in percentages of students who felt that they had time to read.

TABLE IV

PERCENTAGES OF STUDENTS, BY SEX AND GRADE, ANSWERING THE QUESTION, "DO YOU FEEL THAT YOU HAVE TIME TO READ?"

SEX	GRADE IX & X			GRADE XI & XII		
	N	Yes	No	N	Yes	No
Girls	66	53%	47%	43	49%	51%
Boys	67	67%	33%	35	65%	35%
Total	133			78		211

Below are some comments taken from the "logs", regarding a lack of time for reading:

A grade nine student said, "Haven't had time; been studying."  
Another, "I'm catching up!"

From a grade nine girl: "Too much going on. I haven't read any (books), because I dislike reading."

From other "logs":

"I have no time to read, but I enjoy reading science fiction, adventure stories, and tales of horror, especially by Poe."

"No time; too much homework here."

"Had not time as I was working."

"Tests all week."

#### C. DESCRIPTION OF BOOK READING

About ninety-five per cent of the students (both girls and boys) indicated that there were books, other than texts, at home. One out of four students reported that their families belonged to a book club. Students also indicated that they borrowed books from the public library, and that they bought paperbacks.





Table V, below, shows the percentages of students borrowing books from the public library, by sex and grade.

TABLE V

PERCENTAGES OF STUDENTS BORROWING BOOKS  
FROM THE PUBLIC LIBRARY, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	67	61%	43	70%
Boys	69	48%	36	63%
TOTAL	136		79	215

Table V shows that of the students borrowing books from the public library, the percentages of the girls were slightly higher (by 13% in grades nine and ten, and 7% in grades eleven and twelve) than the percentages of the boys. The table also shows differences in percentages of borrowers by grade. There was less difference between the girls of grades nine and ten, and grades eleven and twelve (9%), than between the boys of these same grades (15%).

About 90 per cent of the students stated that they read and liked paperbacks.

Table VI, below, shows the percentages of students, by sex and grade, who were buying paperbacks.

TABLE VI

PERCENTAGES OF STUDENTS BUYING PAPERBACKS, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	67	60%	43	55%
Boys	69	52%	36	50%
TOTAL	136		79	215



The above table shows that about half of the students were buying paperbacks;<sup>2</sup> differences in the percentages between sex and grade were slight (only up to 8 per cent).

#### D. NUMBER OF STUDENTS READING BOOKS

Data gathered on the reading of books, from the "logs", is shown by sex and grade in Table VII.

TABLE VII

NUMBER OF "LOGS" IN THE SURVEY SHOWING STUDENTS WHO REPORTED  
READING BOOKS DURING THE THREE-WEEK PERIOD,  
BY SEX AND GRADE

SEX	BOOK READING	GRADE	
		IX & X	XI & XII
GIRLS			
	"Logs" showing the reading of books	116 (60%)	43 (40%)
	Total number of "logs"	194	109
BOYS			
	"Logs" showing the reading of books	77 (55%)	21 (26%)
	Total number of "logs"	140	79

The above table shows that 60 per cent of the "logs" from the girls in grades nine and ten indicated the reading of books, compared with about 40 per cent in grades eleven and twelve.

More than 50 per cent of the "logs" from the boys in grades nine and ten indicated the reading of books, in comparison to about

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<sup>2</sup>. In 1957, Sister Harriet said, "Teenagers have something of their own in the color and compactness of a paper-back." Sister Harriet, "Let's Use the Paperbacks," English Journal, XLIV (April, 1957), p. 202





25 per cent of the "logs" returned by the boys in grades eleven and twelve.

From this table, the trend seemed to be that the percentage of students reading books decreased in the last two years of senior high school, and that this trend was more noticeable for the boys than for the girls.

#### E. TYPES OF BOOKS READ<sup>3</sup>

Titles of books listed on the logs revealed in general that girls in grade nine were reading girls' stories, family stories, and stories of vocational interest. Some girls in grade ten added modern novels, short stories, and biography to the above list. Girls in grade eleven were reading vocational novels, history, and adult books; and those in grade twelve listed, besides biography and short stories, books ranging from the grade nine level to adult level.

Boys in grade nine had read animal, adventure, and sport stories. The grade ten boys were also reading the above types, but were adding mystery stories, historical novels, some classics and adult novels, as well as non-fiction on sports or applied science. The boys in grade eleven had read biographies, short stories, and historical books. The grade twelve boys listed only three books, and these could be classified as adventure type. (See appendix II for lists of books read by sex and grade. )

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<sup>3</sup>. Compare with Brink's summary of a study on young people's reading, page 2 of this study.



## F. REPORT ON NEWSPAPER READING

Information from Questionnaire No. 2 indicated that about 95 per cent of the students had either a daily and/or a weekly newspaper at home.

Table VIII shows by sex and grade, the percentages of students who were reading the newspaper. (Percentages are based on the 215 respondents to Questionnaire No. 2.)

TABLE VIII

PERCENTAGES OF STUDENTS, BY SEX AND GRADE, WHO REPORTED  
READING THE NEWSPAPER (QUESTIONNAIRE NO. 2)

SEX	GRADE IX & X		GRADE XI & XII	
	N		N	
Girls	67	89%	43	86%
Boys	69	85%	36	86%
TOTAL	136		79	215

Figures from the table above show that between 85 and 89 per cent of the students were reading the newspapers.<sup>4</sup> Little difference between sex and grade is evident.

In 1955, Burns (cited in the review of literature, Chapter II) suggested that the habit of reading newspapers might have been more widespread among pupils in modern secondary schools than had been supposed.

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<sup>4</sup>. The Gruneau Research Limited report for the Edmonton Journal (See Appendix II) found that 79.2% of the respondents in the 15 - 24 years age group had read something in the Journal on the day of the interview.





Slightly different from the above figures in Table VIII are the figures calculated from the "logs" and shown in Table IX.

TABLE IX

PERCENTAGES OF STUDENTS, BY SEX AND GRADE, WHO REPORTED READING NEWSPAPERS AS SHOWN BY THE COLLECTED "LOGS"

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	86%	97	89%
Boys	105	75%	67	85%
TOTAL	273		164	437

The greatest variation (10 per cent) between the calculations from Questionnaire No. 2 (Table VIII) and the "logs" (Table IX) appears for the boys of grades nine and ten. Questionnaire No. 2 shows 85 per cent of the boys reading newspapers and the "logs" show only 75 per cent.<sup>5</sup>

#### G. NEWSPAPER READING INTERESTS OF GIRLS AND BOYS

The figures used for the following analysis of newspaper reading are based on the numbers of students who indicated on their logs that they were reading newspapers.

Figure 5, below, is a graphic representation, by sex, of newspaper interests, as indicated on page 3 of the "log". (See Appendix I.) The newspaper items are arranged in the same order

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<sup>5</sup>. It will be noted that the boys in grade nine returned only about half of the "logs" and of those returned, ten per cent were completely blank, except for the filling in of sex and grade. It may be that some of the blank "logs", had they been filled in, might have indicated the reading of newspapers.



as they were on the log.

Tables L and LI (See Appendix II) give the rank order of choices made by the girls and the boys.

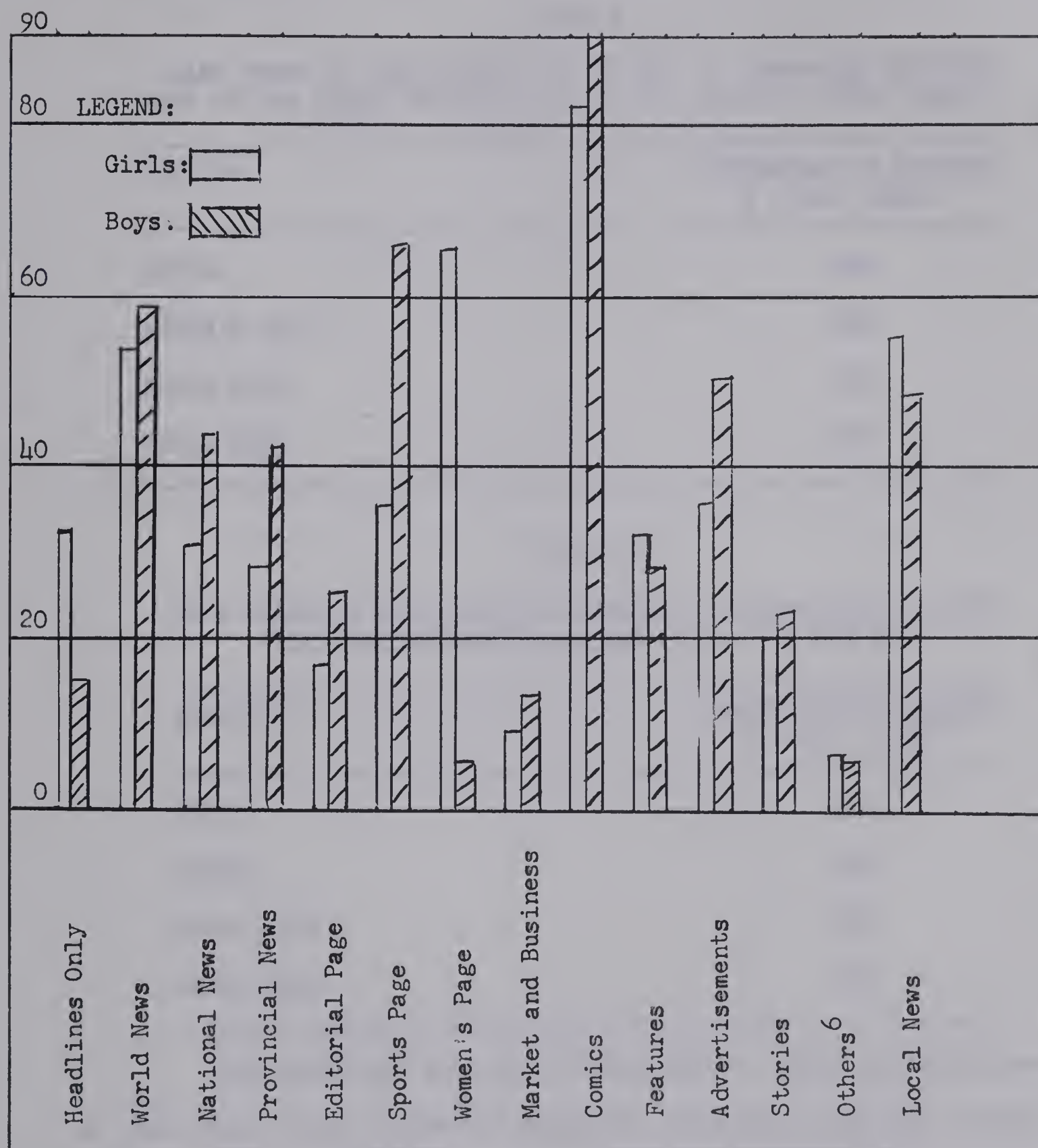


FIGURE 5

NEWSPAPER INTERESTS OF GIRLS AND BOYS  
AS INDICATED ON "LOGS"

N = 265 Girls

N = 172 Boys

6. Others: Girls--Magistrate's Court, Ann Landers, Employment.  
Boys--Magistrate's Court, farm news, races.



Figure 10: Comparison of the results of the two different methods for the calculation of the  $\chi^2$  value.

The results of the two different methods for the calculation of the  $\chi^2$  value are compared.



Figure 10: Comparison of the results of the two different methods for the calculation of the  $\chi^2$  value.

Table X shows the first four choices of newspaper sections made by the girls; likewise, Table XI shows the first four choices made by the boys:

TABLE X

RANK ORDER OF THE FIRST FOUR CHOICES OF NEWSPAPER SECTIONS MADE BY THE GIRLS IN GRADES IX, X, XI, AND XII (FROM "LOGS").

SECTION	PERCENTAGE OF READERS N - 265 "LOGS"
COMICS	82%
WOMEN'S PAGE	65%
LOCAL NEWS	55%
WORLD NEWS	51%

TABLE XI

RANK ORDER OF THE FIRST FOUR CHOICES OF NEWSPAPER SECTIONS READ BY THE BOYS IN GRADES IX, X, XI, AND XII

SECTION	PERCENTAGE OF READERS N = 172 "LOGS"
COMICS	89%
SPORTS	65%
WORLD NEWS	58%
LOCAL NEWS	47%

The girls and boys both listed comics, world and local news in their first four choices of newspaper sections. The other choice for the girls was the women's page, and for the boys it was the sports page.

Interest in comics rated high in student reports of the



sections of the newspapers read. Table XII, below, shows the percentages of girls and of boys by grade, who were reading the comics.

TABLE XII

PERCENTAGES OF "LOGS" INDICATING THE READING OF THE COMICS,  
BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	82%	97	82%
Boys	105	90%	67	88%
TOTAL	273		164	437

Of those reading newspapers, eighty-two per cent of the girls and eighty-nine per cent of the boys reported that they read the comics.<sup>7</sup>

Table XIII, below shows the percentages of students reading comics and little else in the newspaper.

TABLE XIII

STUDENTS WHO REPORTED READING THE COMICS AND NOT  
MORE THAN THREE OTHER ITEMS ("LOGS")

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	12%	97	12%
Boys	105	12%	67	6%
TOTAL	273		164	437

The percentages of girls and of boys reading comics and little

---

7. The analysis made by the Starch Editorial Readership Service for the Edmonton Journal on August 1, 1963, stated that 54 per cent of both men and women were reading the comics.





else were low: twelve per cent of the girls, and twelve per cent or less of the boys. (Only 6 per cent of the boys in grades eleven and twelve were reading little else than the comics.)

Table XIV shows the percentages of girls and boys who were reading world news.

TABLE XIV

PERCENTAGE OF "LOGS" INDICATING THE READING OF WORLD NEWS,  
BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	54%	97	46%
Boys	105	51%	67	70%
TOTAL	273		164	437 "LOGS"

The girls and boys in grades nine and ten showed about the same interest in world news: 54 per cent of the girls and 51 per cent of the boys were reading this section of the paper. Greater differences were shown by the girls and the boys in grades eleven and twelve. Only 46 per cent of the girls were reading world news, in comparison to 70 per cent of the boys.

Table XV gives the percentages of girls and of boys who were reading local news.



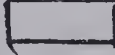
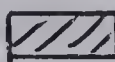
TABLE XV

PERCENTAGES OF "LOGS" INDICATING THE READING OF LOCAL NEWS, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	50%	97	65%
Boys	105	38%	67	62%
TOTAL	273		164	437 "LOGS"

The students in grades nine and ten showed less interest in local news than the students in grades eleven and twelve. The greatest difference was between the boys of grades nine and ten, and the boys of grades eleven and twelve.

Figure 6, below, makes a comparison of world, national, provincial, and local news, as read by girls and boys in grades nine, ten, eleven and twelve.

LEGEND: Girls   
Boys 

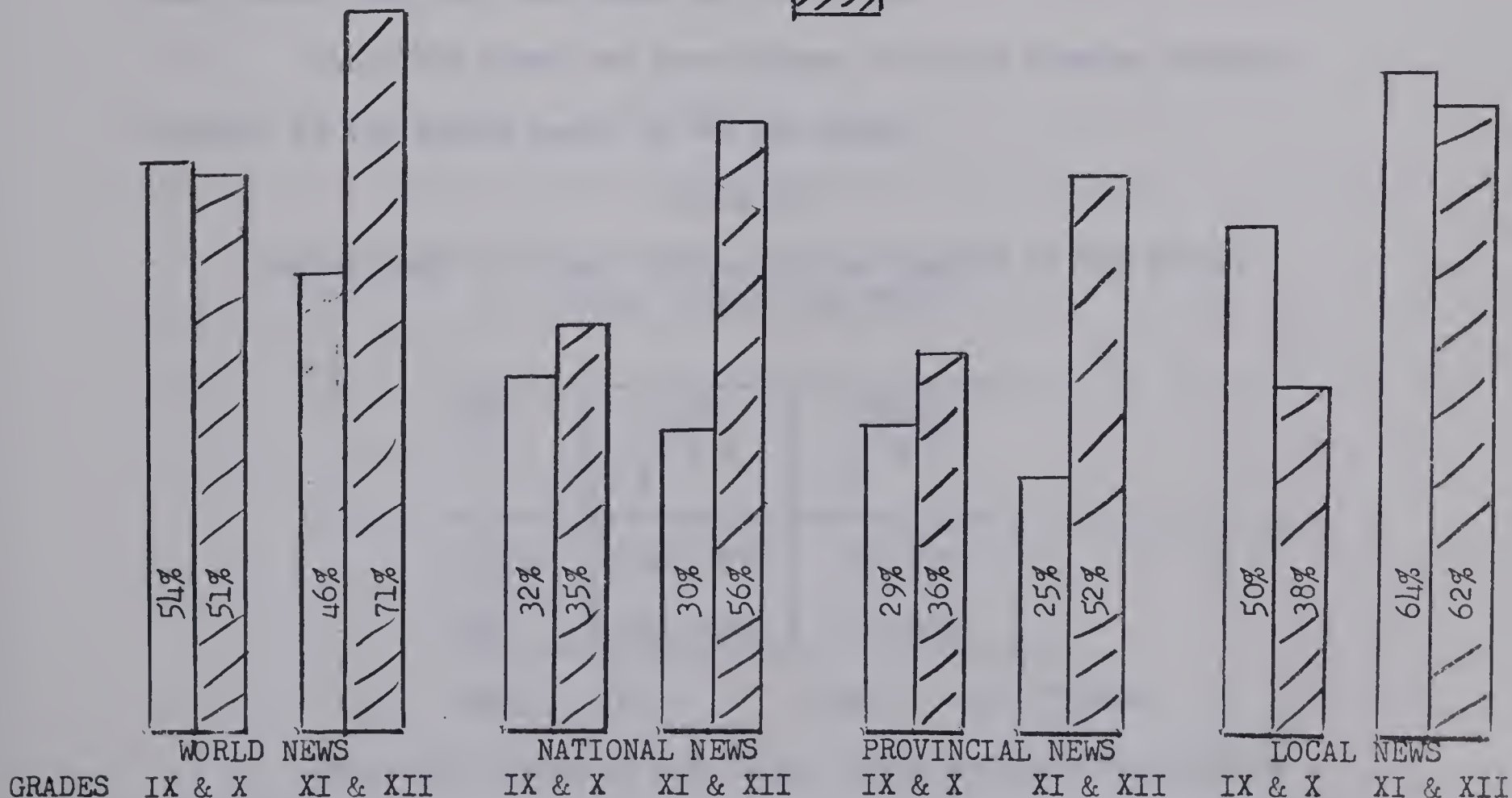


FIGURE 6

PERCENTAGES OF STUDENTS READING WORLD, NATIONAL, PROVINCIAL AND LOCAL NEWS SHOWN BY SEX AND GRADE





On the whole, a smaller percentage of the girls than of the boys appeared to be reading world, national, and provincial news; the girls' interests showed little difference in grade level; on the contrary, the boys' interests showed greater difference according to grade level. (About twenty per cent more of the boys in grades eleven and twelve, than in grades nine and ten, were reading these sections.)

In general, the girls in grades nine and ten and in grades eleven and twelve showed more interest in local news than in world, national, and provincial news. The boys in grades eleven and twelve showed about the same interest in local news as did the girls of the same grade level, but more than did the boys in grades nine and ten.

The percentage of boys reading only the headlines was relatively small: only thirteen per cent indicated this. However, the percentage was about doubled for the girls: twenty-eight per cent of them stated that they read only the headlines.

Table XVI gives the percentages of "logs" showing student interest in the sports page, by sex and grade.

TABLE XVI

PERCENTAGES OF "LOGS" INDICATING THE READING OF THE SPORTS PAGE, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	33%	97	40%
Boys	105	63%	67	68%
TOTAL	273		164	437 "LOGS"

About two thirds of the "logs" indicated that the boys in both grade levels were reading the sports page. It is interesting to



note that about one third of the girls were also reading this page.

Table XVII, gives the percentages of students reading the Women's page, by sex and grade.

TABLE XVII

PERCENTAGE OF "LOGS" INDICATING THE READING OF THE WOMEN'S PAGE, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	60%	97	76%
Boys	105	5%	67	1.5%
TOTAL	273		164	437 "LOGS"

Between sixty and seventy-five per cent of the girls were reading the women's page. (The higher percentage of the girls, being in grades eleven and twelve.) The percentage of the boys who looked at this page was small.

Little interest was shown in the editorial page: only 17% of the girls and 24% of the boys stated that they were reading in this area.

About 30% of the students showed interest in "features" and about 20% of them showed interest in stories. Somewhat higher was the interest in the advertisements: 35% of the girls and 47% of the boys were reading the advertisements.

Tables L and LI (See Appendix II) show the percentages upon which the above is based.





H. SUMMARY OF MAGAZINE READING<sup>8</sup>

Table XVIII gives the percentages of students who stated that there were magazines at home:

TABLE XVIII

PERCENTAGES OF STUDENTS STATING THAT THERE WERE MAGAZINES  
AT HOME, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	67	97%	43	90%
Boys	69	98%	36	100%
TOTAL	136		79	215

More than ninety per cent of the girls and almost one hundred per cent of the boys said that there were magazines in the home.

Table XIX shows the percentages of students who were eager to get the magazines as they came into the home.

TABLE XIX

PERCENTAGES OF STUDENTS WHO SAID THEY VIED WITH  
ONE ANOTHER TO GET THE MAGAZINES FIRST

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	67	42%	43	30%
Boys	69	46%	36	47%
TOTAL	136		79	215

---

<sup>8</sup>. Hurley (quoted in Chapter II) states that magazines are a source of the latest information on many timely subjects and have popular appeal.



The girls in grades eleven and twelve showed less eagerness to get the magazines first, than did the students in the other groups (30 per cent in this group, compared with over 40 per cent in all the others.)

Table XX shows the percentages of students who stated that there were no magazines of interest to them in the home.

TABLE XX

"LOGS" INDICATING THAT THERE WERE NO MAGAZINES AT HOME OF INTEREST TO THE STUDENTS, BY SEX AND GRADE

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	21%	97	13%
Boys	105	27%	67	10%
TOTAL	273		164	437 "LOGS"

The percentage of students who were not interested in the magazines at home differed more according to grade level than to sex: the percentage of students finding no magazines of interest to them at home was greater in grades nine and ten than in grades eleven and twelve.

Table XXI gives data on students who were reading magazines.

TABLE XXI

STUDENTS READING MAGAZINES, BY SEX AND GRADE (DATA FROM "LOGS")

SEX	GRADE IX & X N		GRADE XI & XII N	
Girls	168	45%	97	41%
Boys	105	42%	67	54%
TOTAL	273		164	437 "LOGS"

Table XXI shows that between forty and fifty per cent of the





girls and the boys were reading magazines: the highest percentage was found in the boys of grades eleven and twelve; it is also to be noted that this same group showed the lowest percentage of students who stated that there were no magazines of interest to them at home. (See Table XX).

Figure 7, below, shows the percentages of students who said that they were reading magazines, or who said that there were no magazines of interest to them at home. (Information is from the "logs".)

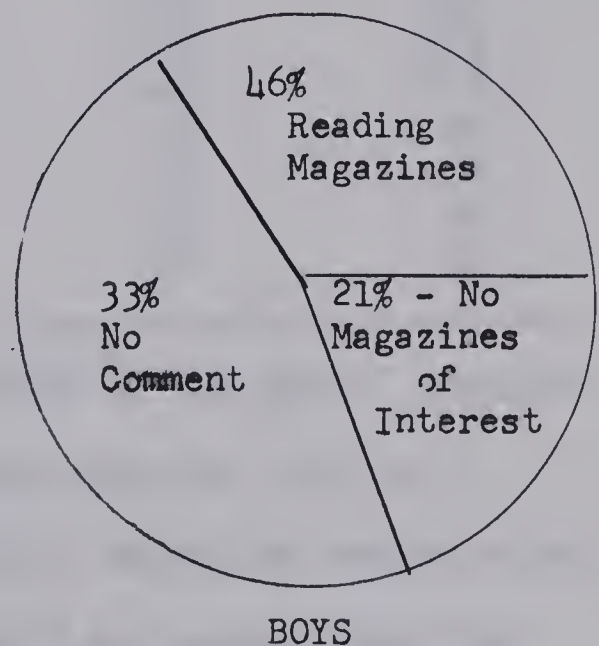
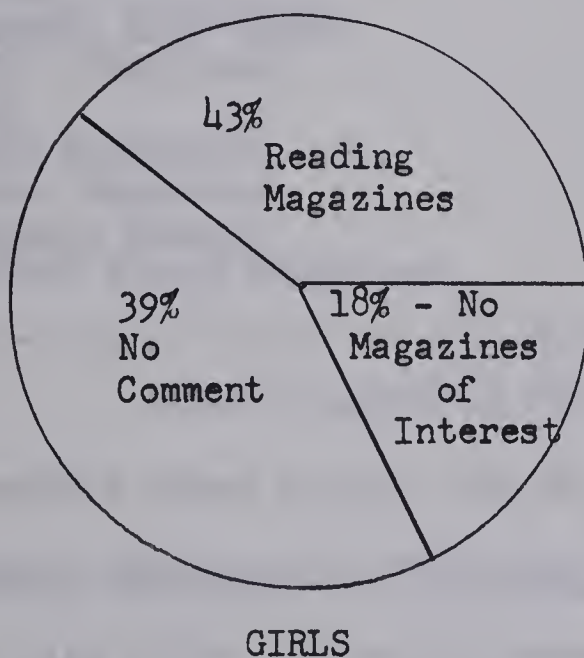


FIGURE 7

DATA FROM "LOGS" SHOWING INTEREST IN MAGAZINES, BY SEX



# I. THE GIRLS' INTERESTS IN MAGAZINES

The rank order of magazines read, as listed by the girls on their "logs" is shown in Table XXII

TABLE XXII

RANK ORDER OF MAGAZINES LISTED ON THE "LOGS" BY THE GIRLS  
(PERCENTAGES ARE BASED ON THE NUMBER OF "LOGS" WHICH  
INDICATED MAGAZINE READING.)

MAGAZINES	GRADES		TOTAL N = 133
	IX & X N = 88	XI & XII N = 45	
Women's Magazines	26%	44%	32%
Popular Magazines <sup>9</sup>	29%	22%	27%
<u>Weekend</u> , <u>Star Weekly</u>	28%	22%	26%
Girls' Magazines	17%	22%	18%
<u>Life</u>	11%	26%	16%
Movie Magazines	8%	9%	8%
School Magazines	11%	0%	8%
<u>Reader's Digest</u>	6%	11%	8%
Current Events Magazines	3%	15%	8%

Women's magazines were read most often by the girls. Popular magazines rated second, and the newspaper type magazine, such as Weekend Magazine and Star Weekly, third. Girls' magazines ranked fourth, and Life fifth. In sixth place, but not nearly so popular, were the movie magazines. School magazines, Reader's Digest, and current events magazines, such as Time and Newsweek, ranked next.

A further classification of magazines was made by dividing the women's magazines into Class A: Chatelaine, Cosmopolitan, Family Circle, Good Housekeeping, Ladies' Home Journal, McCalls, Red Book,

<sup>9</sup>. Maclean's, Saturday Evening Post, Liberty, Look.





Woman's Weekly; and Class B: Confidential, Modern Romance, True, True Confessions, True Story.

Table XXIII indicates the percentages of girls, by grade, reading these two classes of magazines.

TABLE XXIII

WOMEN'S MAGAZINES REPORTED READ BY GIRLS, BY GRADE  
(INFORMATION FROM THE "LOGS")

TYPE OF MAGAZINE	GRADE	
	IX & X N = 88	XI & XII N = 45
Class "A"	33%	33%
Class "B"	3%	15%

The above Table shows that the girls favoured the home-making type of magazine, such as those listed in Class "A", but that a number (especially in grade XI) were also reading the more sensational type, as listed in Class "B".

#### J. THE BOYS' INTERESTS IN MAGAZINES

Table XXIV gives the rank order of seven types of magazines read, as listed by the boys on their "logs".

TABLE XXIV

RANK ORDER OF MAGAZINES LISTED ON THE "LOGS" BY THE BOYS  
(PERCENTAGES ARE BASED ON THE NUMBER OF "LOGS" WHICH  
INDICATED MAGAZINE READING.)

MAGAZINES	GRADES		
	IX & X N = 59	XI & XII N = 43	TOTAL N = 102
<u>Weekend</u> , <u>Star Weekly</u>	30%	60%	43%
Popular Magazines <sup>10</sup>	15%	23%	18%
<u>Reader's Digest</u>	12%	21%	15%
<u>Life</u>	15%	16%	15%
Sports and Nature	22%	5%	14%
Boys' Magazines	20%	2%	12%
Satirical and Humorous	6%	16%	10%

<sup>10</sup>. Maclean's, Saturday Evening Post, Liberty, Look.





Data from the above Table indicates that Weekend Magazine and the Star Weekly, together, were the most widely read by the boys. Ranking second, but much less in favour, were the popular magazines. Reader's Digest and Life ranked third. Sports and nature magazines were fifth, (the boys in grade ten showing the most interest in these). Boys' magazines came sixth, and these were read almost exclusively by the boys in grade nine. Satirical and humorous magazines were seventh in order, mentioned most often by the grade eleven students (on 23 per cent of the "logs" from the boys in grade eleven, compared to 12 per cent of the "logs" from the boys in grade nine).

#### K. COMPARATIVE INTERESTS OF GIRLS AND BOYS

Though women's magazines were most popular with the girls, Men's magazines ranked relatively low with the boys. Popular magazines ranked second with both boys and girls. Weekend Magazine and The Star Weekly, together, ranked first with the boys and third with the girls.

Girls' magazines and boys' magazines ranked in fourth and sixth places for girls and boys respectively. Sports and nature magazines placed fifth with the boys, but seemed to have little appeal for the girls, ranking very low with them. The boys ranked satirical and humorous magazines higher than did the girls. Farm and ranch magazines were in about the same place for the girls and the boys, the readers coming mainly from the rural areas. (For a full ranking of the magazines, see Appendix II.)

Tables XXV and XXVI show the preferred sections of magazines





as indicated on the "logs" from the girls and the boys.

TABLE XXV

GIRLS' PREFERRED SECTIONS OF MAGAZINES IN RANK ORDER  
BY GRADE, DATA TAKEN FROM THE "LOGS"

MAGAZINE SECTIONS	GRADES		TOTAL N = 133
	JY & X N = 88	XI & XII N = 45	
Non-fiction	63%	48%	57%
Humour	34%	44%	37%
Fiction	37%	33%	36%
Editorials	18%	17%	18%
Letters to the Editor	18%	13%	16%
Advertisements	8%	11%	9%

TABLE XXVI

BOYS' PREFERRED SECTIONS OF MAGAZINES IN RANK ORDER, BY GRADE,  
DATA TAKEN FROM THE "LOGS"

MAGAZINE SECTIONS	GRADES		TOTAL N = 102
	IX & X N = 59	XI & XII N = 43	
Non-fiction	90%	57%	75%
Humour	41%	46%	43%
Fiction	29%	39%	33%
Editorials	22%	28%	24%
Advertisements	15%	21%	16%
Letters to the Editor	15%	11%	13%

The above Tables XXV and XXVI, indicate that the girls and the boys ranked the first four: non-fiction, humour, fiction, editorials, in the same order. Girls were more interested in the Letters to the Editor than in the advertisements, and the reverse was true of the boys.

Non-fiction reading from magazines is broken down in Tables XXVII and XXVIII, listing the first five choices for girls and boys.



TABLE XXVII

RANK ORDER OF NON-FICTION READ IN MAGAZINES,  
BY THE GIRLS, BY GRADE

TYPE OF NON-FICTION	GRADES		TOTAL N = 133
	IX & X N = 88	XI & XII N = 45	
World of Entertainment	16%	7%	12%
News Features	14%	2%	10%
Young People's Problems	12%	-	8%
Homemaking	8%	-	5%
Religion	8%	-	5%

TABLE XXVIII

RANK ORDER OF NON-FICTION READ IN MAGAZINES BY THE BOYS,  
ACCORDING TO GRADE

TYPE OF NON-FICTION	GRADES		TOTAL N = 102
	IX & X N = 59	XI & XII N = 43	
News Features	10%	18%	13%
Science	15%	9%	12%
Politics	5%	21%	11%
Sports	5%	16%	9%
World of Entertainment	5%	14%	8%

Data from Tables XXVII and XXVIII show that both the girls and the boys were reading news features and articles on entertainment. Beyond these two areas interests diverged: girls in grades nine and ten were reading about young people's problems, homemaking, and religion<sup>11</sup>;

<sup>11</sup>. The girls in grades eleven and twelve showed no interest in these areas.





the boys in grades nine to twelve were reading about science, politics, and sports.

#### L. A COMPARISON OF THE VARIOUS READING AREAS

Figure 8, below, makes a comparison of the popularity of books, newspapers, and magazines, among the students.

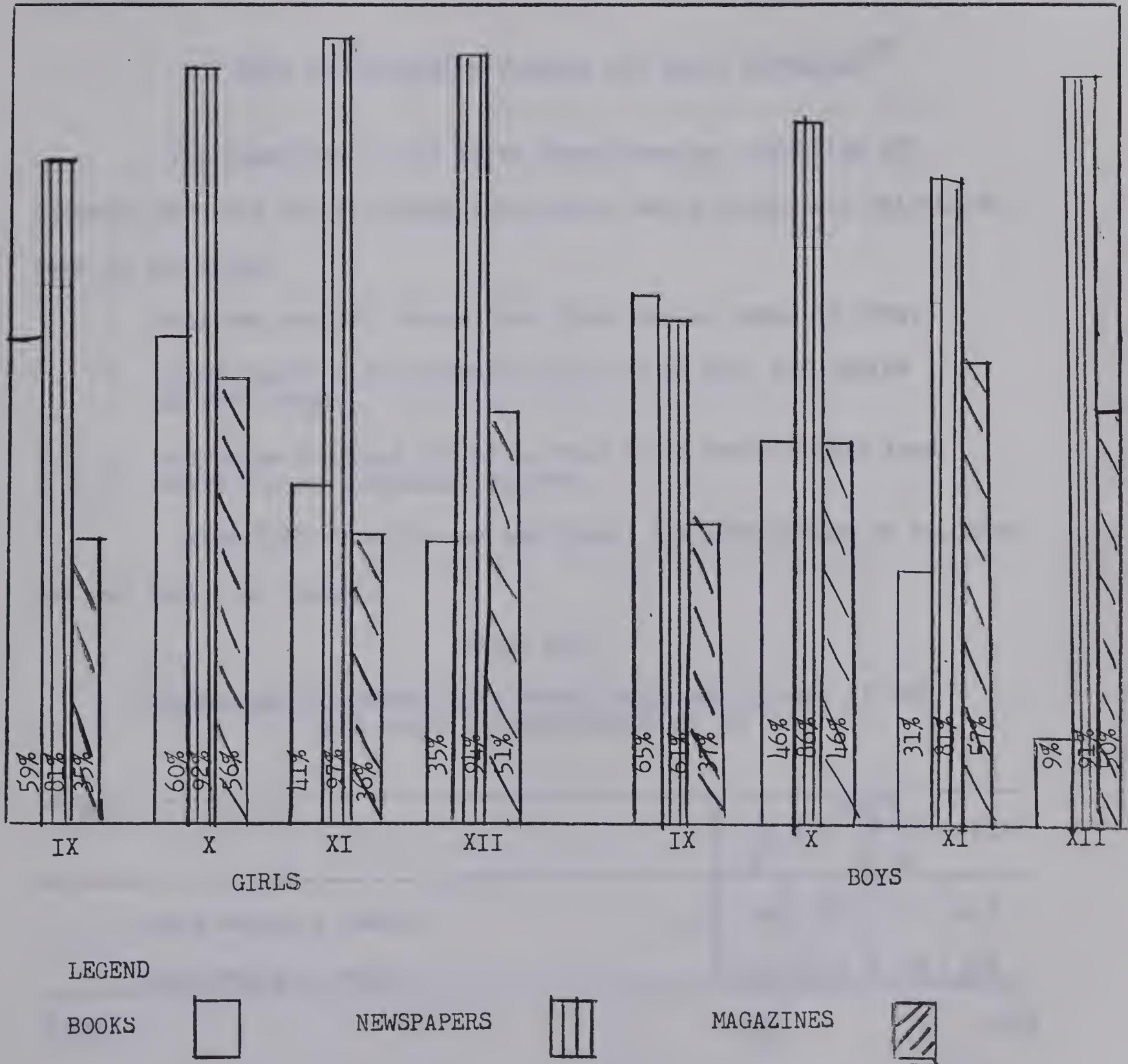


FIGURE 8

PERCENTAGES OF STUDENTS READING BOOKS, NEWSPAPERS, AND MAGAZINES,  
ARRANGED BY SEX AND GRADE



The above figure shows that newspapers were read most often by both girls and boys. More interest in books seems evident in grades nine and ten, than in grades eleven and twelve, for both girls and boys. However, the boys in grades eleven and twelve seemed to be making some slight compensation for this loss, with a small increase in magazine reading.

#### M. DATA ON TELEVISION VIEWING AND RADIO LISTENING<sup>12</sup>

The summation of the first questionnaire, involving 206 students revealed the following information about radios and television sets in the homes:

1. only one student stated that there was no radio at home;
2. almost half of the students, 102 out of 206, had radios of their own;
3. only nine students (a little over 4 per cent) stated that there was no television at home.

Table XXIX shows by sex and grade, the percentages of students who had their own radios.

TABLE XXIX

PERCENTAGES OF STUDENTS WHO OWNED THEIR OWN RADIOS, BY SEX  
AND GRADE (QUESTIONNAIRE NO. 1)

SEX	GRADE			
	IX & X N		XI & XII N	
Girls owning a radio	68	39%	43	44%
Boys owning a radio	63	47%	32	72%
TOTAL	131		75	206

<sup>12</sup>. The Minneapolis Guide for 1957 cited in Chapter I points out that people's habits in reading, listening and viewing are altering.





The percentage of students owning their own radios was greatest for the boys in grades eleven and twelve (72 per cent of these had radios of their own). Differences in the percentages for the other three groups were slight.

To make a comparison, by sex and grade, of the television viewing done by students, Tables XXX and XXXI were prepared from data taken from Questionnaire No. 2.

Table XXX shows the percentages of students, by sex and grade, who were viewing television; Tables XXXI and XXXII show the percentages of the girls and the boys who reported spending varying amounts of time per week in watching television.

TABLE XXX

PERCENTAGES OF STUDENTS REPORTING TELEVISION VIEWING,  
BY SEX AND GRADE (QUESTIONNAIRE NO. 2)

SEX	GRADE				IX - XII
	IX & X N		XI & XII N		
Girls	67	90%	43	74%	83%
Boys	69		79		
TOTAL POPULATION	136		79		215

TABLE XXXI

PERCENTAGES OF GIRLS WHO REPORTED SPENDING VARYING AMOUNTS  
OF TIME IN VIEWING TELEVISION, BY GRADE

HOURS SPENT IN VIEWING	GRADE		
	IX & X N = 67	XI & XII N = 43	IX - XII N = 110
Up to five hours	31%	49%	37%
From five to ten hours	36%	30%	34%
From ten to fifteen hours	26%	9%	20%
More than fifteen hours	7%	12%	9%



TABLE XXXII

PERCENTAGES OF BOYS WHO REPORTED SPENDING VARYING AMOUNTS  
OF TIME IN VIEWING TELEVISION, BY GRADE

HOURS SPENT IN VIEWING	GRADE		
	IX & X N = 69	XI & XII N = 36	IX - XII N = 105
Up to five hours	34%	53%	40%
From five to ten hours	26%	27%	26%
From ten to fifteen hours	15%	7%	12%
More than fifteen hours	26%	13%	22%

Of the 83% of the girls who were viewing television (Table XXX), between 20 and 30 per cent of them reported spending more than ten hours per week watching television (Table XXXI); and of the 89% of the boys who were viewing television (Table XXX), 20 to 40 per cent reported spending more than ten hours per week (Table XXXII).

It will be noted that a larger percentage of the boys (89%) than of the girls (83%) were watching television,<sup>13</sup> and that a higher percentage of the boys (34%) than of the girls (29%) were viewing for more than ten hours per week. It will also be noted that the percentages for both the girls and the boys, (who were viewing more than ten hours per week), were greater in grades nine and ten, than in grades eleven and twelve (33% of the girls and 40% of the boys in grades nine and ten, compared with 21% of the girls and 20% of the boys in grades eleven and twelve).

In like manner, to compare, by sex and grade, student radio listening, Tables XXXIII, XXXIV and XXXV were also prepared from data taken from Questionnaire No. 2.

<sup>13</sup>. Gruneau Research: See Table LIV, Appendix II for a comparison of time spent in viewing.





TABLE XXXIII

PERCENTAGES OF STUDENTS REPORTING RADIO LISTENING,  
BY SEX AND GRADE (DATA FROM QUESTIONNAIRE NO. 2)

SEX	GRADE				IX - XII N	
	IX & X N		XI & XII N			
GIRLS	67	61%	43	53%	110	58%
BOYS	69	61%	36	50%	105	57%
TOTAL	136		79		215	

TABLE XXXIV

PERCENTAGES OF GIRLS WHO SPENT VARYING AMOUNTS OF TIME IN  
LISTENING TO RADIO, BY GRADE

HOURS SPENT IN LISTENING	GRADE		IX - XII N = 110
	IX & X N = 67	XI & XII N = 43	
Up to five hours	81%	66%	75%
From five to ten hours	18%	25%	20%
From ten to fifteen hours	1%	9%	5%
More than fifteen hours	-	-	-

TABLE XXXV

PERCENTAGES OF BOYS WHO SPENT VARYING AMOUNTS OF TIME IN  
LISTENING TO RADIO, BY GRADE

HOURS SPENT IN LISTENING	GRADE		IX - XII N = 105
	IX & X N = 69	XI & XII N = 36	
Up to five hours	74%	60%	69%
From five to ten hours	15%	17%	15%
From ten to fifteen hours	6%	17%	10%
More than fifteen hours	5%	6%	6%

Table XXXIII shows little difference in the percentages of the girls (58%) and of the boys (57%) who were listening to radio. Tables XXXIV and XXXV show that between 25 and 30 per cent of the students were listening more than five hours per week.

Tables XXXVI and XXXVII make a comparison of student viewing



and listening, as revealed by data from Questionnaire No. 2 and the "logs".

TABLE XXXVI

COMPARATIVE PERCENTAGES OF STUDENTS VIEWING TELEVISION, BY SEX AS SHOWN ON QUESTIONNAIRE NO. 2 AND ON THE "LOGS"

SEX	QUESTIONNAIRE NO. 2		"LOGS"	
	N		N	
Girls	110	83%	303	77%
Boys	105	89%	219	80%
TOTAL	522			

TABLE XXXVII

COMPARATIVE PERCENTAGES OF STUDENTS LISTENING TO RADIO, BY SEX, AS SHOWN ON QUESTIONNAIRE NO. 2 AND THE "LOGS"

SEX	QUESTIONNAIRE NO. 2		"LOGS"	
	N		N	
Girls	110	58%	203	77%
Boys	105	57%	219	72%
TOTAL	522			

The greatest difference between percentages calculated from Questionnaire No. 2 and the "logs" shows in radio listening: 58 per cent for the girls and 57 per cent for the boys (Questionnaire No. 2) as compared to 77 per cent for the girls and 72 per cent for the boys ("logs").

Between 20 and 25 per cent of the "logs" from the students indicated the listening to newscasts. A few students said that they had listened to the report about President Kennedy's assassination, but made no mention of listening to other newscasts.





## N. STUDENT DISCUSSION OF MASS MEDIA

Questionnaire No. 2 shows that students were discussing the mass media and books with their friends. Table XXXVIII below shows the rank order of these discussions.

TABLE XXXVIII

PERCENTAGES OF STUDENTS WHO REPORTED DISCUSSING BOOKS AND THE MASS MEDIA WITH FRIENDS, ARRANGED IN RANK ORDER, BY SEX

MEDIUM OF COMMUNICATION	GIRLS N = 110	BOYS N = 105
Films (shows)	92%	90%
Television programs	90%	82%
Books	79%	57%
Radio Programs	44%	34%
Magazines	44%	33%
Newspapers	22%	29%

According to the answers received and tabulated in percentages above, films and television programs were the most often discussed by both girls and boys: 90 per cent of the students discussed films; and between 80 and 90 per cent of them talked about television programs they had watched; next in order the discussions on books, radio programs, magazines, and newspapers.

O. OTHER DEMANDS ON STUDENT TIME  
(QUESTIONNAIRE NO. 2)

To ascertain what other demands were being made on student time by gainful employment, extracurricular activities, and attendance at meetings, Tables XXXIX to XLVII were compiled from data given on Questionnaire No. 2.



TABLE XXXIX

PERCENTAGES OF STUDENTS WORKING AFTER SCHOOL OR ON SATURDAYS  
BY SEX AND GRADE

SEX	GRADE				IX - XII N	
	IX & X N		XI & XII N			
Girls	67	53%	43	53%	110	53%
Boys	69	61%	36	69%	105	63%
TOTAL	136		79		215	

TABLE XL

PERCENTAGES OF GIRLS WHO REPORTED WORKING VARYING AMOUNTS OF TIME  
PER WEEK, BY GRADE

HOURS PER WEEK	GRADE		
	IX & X N = 67	XI & XII N = 43	IX - XII N = 110
Up to five hours per week	35%	24%	30%
From five to ten hours per week	35%	19%	29%
From ten to fifteen hours per week	21%	38%	28%
More than fifteen hours per week	9%	19%	12%

TABLE XLI

PERCENTAGES OF BOYS WHO REPORTED WORKING VARYING AMOUNTS OF TIME  
PER WEEK, BY GRADE

HOURS PER WEEK	GRADE		
	IX & X N = 69	XI & XII N = 36	IX - XII N = 105
Up to five hours per week	44%	12%	32%
From five to ten hours per week	29%	32%	30%
From ten to fifteen hours per week	17%	28%	22%
More than fifteen hours per week	10%	28%	16%

Table XXXIX shows that a somewhat higher percentage of the boys (63%) than of the girls (53%) were gainfully employed after school or on Saturdays.





Tables XL and XLI show that about 56 per cent of the students engaged in gainful employment in grades eleven and twelve were working for more than ten hours a week, in comparison to about 30 per cent of the students in grades nine and ten.

There was little difference in percentages, according to sex, for the students who were working more than ten hours a week: 30 per cent of the girls and 27 per cent of the boys in grades nine and ten, compared to 57 per cent of the girls and 56 per cent of the boys in grades eleven and twelve.

TABLE XLII

PERCENTAGES OF STUDENTS TAKING PART IN EXTRACURRICULAR ACTIVITIES, BY SEX AND GRADE

SEX	GRADE				IX - XII N	
	IX & X N		XI & XII N			
Girls	67	70%	43	48%	110	63%
Boys	69	78%	36	75%	105	77%
TOTAL	136		79		215	

TABLE XLIII

STUDENT ESTIMATE OF TIME SPENT ON EXTRACURRICULAR ACTIVITIES DURING THE WEEK (GIRLS)

ESTIMATED TIME SPENT	GRADE		
	IX & X N = 67	XI & XII N = 43	IX - XII N = 110
Up to five hours	48%	71%	56%
From five to ten hours	27%	13%	22%
More than ten hours	25%	16%	22%



TABLE XLIV

STUDENT ESTIMATE OF TIME SPENT ON EXTRACURRICULAR ACTIVITIES  
DURING THE WEEK (BOYS)

ESTIMATED TIME SPENT	GRADE		
	IX & X N = 69	XI & XII N = 36	IX - XII N = 105
Up to five hours	44%	52%	46%
From five to ten hours	27%	26%	27%
More than ten hours	29%	22%	27%

Table XLII shows that on the whole a higher percentage of the boys (77%) than of the girls (63%) was taking part in extracurricular activities. The lowest percentage was shown by the girls in grades eleven and twelve (48%) as compared to from 70 to 78 per cent in the other three groups.

Tables XLIII and XLIV show that of those taking part in extracurricular activities, the most marked difference in percentages was apparent in the group of girls in grades eleven and twelve, of whom, only 29 per cent reported spending more than 5 hours. In the three other groups, between 48 and 56 per cent reported spending more than 5 hours in extracurricular activities.

TABLE XLV

PERCENTAGES OF STUDENTS ATTENDING MEETINGS DURING THE WEEK,  
BY SEX AND GRADE

SEX	GRADE				IX - XII N
	IX & X N		XI & XII N		
Girls	67	58%	43	34%	110 49%
Boys	69	59%	36	55%	105 58%
TOTAL	136		79		215





TABLE XLVI

GIRLS' ESTIMATE OF TIME SPENT AT MEETINGS DURING THE WEEK,  
BY GRADE

TIME SPENT DURING THE WEEK	GRADE		IX - XII N = 110
	IX & X N = 67	XI & XII N = 43	
Up to two hours	33%	63%	43%
From two to five hours	67%	37%	57%
More than five hours	-	-	-

TABLE XLVII

BOYS' ESTIMATE OF TIME SPENT AT MEETINGS DURING THE WEEK,  
BY GRADE

TIME SPENT DURING THE WEEK	GRADE		IX - XII N = 105
	IX & X N = 69	XI & XII N = 36	
Up to two hours	44%	47%	45%
From two to five hours	43%	47%	44%
More than five hours	13%	6%	11%

The pattern shown in Table XLV is similar to that shown in Table XLII: the percentage of boys attending meetings was higher than the percentage of girls, and the percentage of the girls in grades eleven and twelve was lowest.

An examination of Tables XLVI and XLVII reveals that, of the girls who were attending meetings, about two thirds of them from grades eleven and twelve were spending up to two hours per week at meetings, compared to one third from grades nine and ten.

Differences according to grade was small for the boys. Over 40 per cent in both groups were attending meetings for periods of up to two hours and from two to five hours.



Figure 9 sums up graphically the percentages of students engaged in after-school activities, by sex.

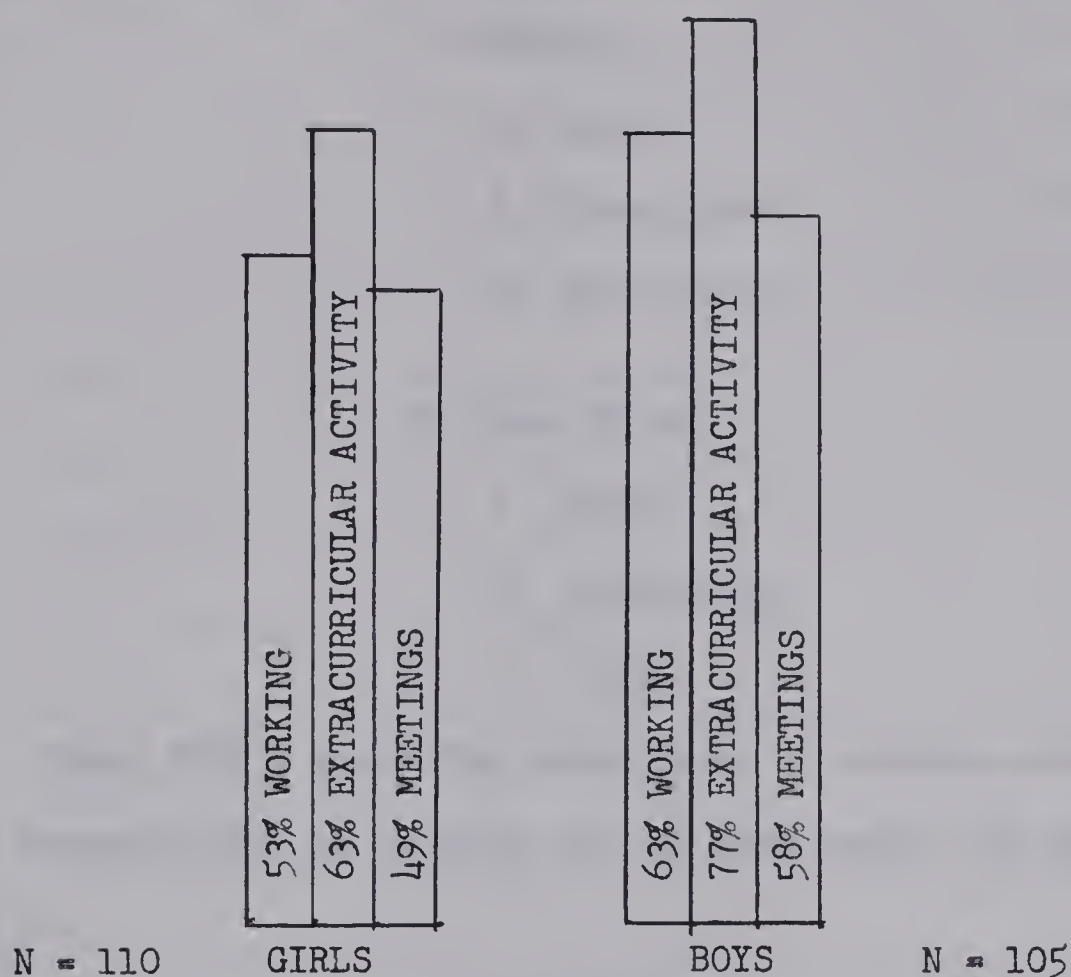


FIGURE 9

#### PERCENTAGES OF GIRLS AND BOYS ENGAGED IN AFTER-SCHOOL ACTIVITIES

The percentages of the boys engaged after school in gainful employment, in extracurricular activities, and in attending meetings were, on the whole, about 10 per cent greater than the percentages of the girls.

#### P. RELATIONSHIP BETWEEN READING AND OTHER MASS MEDIA

To determine the relationship (if any) between reading and such mass media as radio, television, and films, the "logs" (171 in number) for the week of November 11 were selected. This week was chosen as it was one of normal broadcasts and telecasts.





Information on the "logs" was tabulated under general headings and subheadings as follows:

I Reading

A. Books

B. Magazines

C. Newspapers

II Mass Media

A. Radio

B. Television

C. Films

Table XLVIII shows the percentages of students using various areas of communication in reading and the mass media, for the week of November 11.

TABLE XLVIII

PERCENTAGES OF STUDENTS USING VARIOUS AREAS OF COMMUNICATION IN READING AND THE MASS MEDIA FOR THE WEEK OF NOVEMBER 11

3 Reading and 3 Mass Media	6%
3 Reading and 2 Mass Media	13%
3 Reading and 1 Mass Media	8%
3 Reading and 0 Mass Media	7%
2 Reading and 3 Mass Media	-
2 Reading and 2 Mass Media	24%
2 Reading and 1 Mass Media	10%
2 Reading and 0 Mass Media	2%
1 Reading and 3 Mass Media	2%
1 Reading and 2 Mass Media	15%
1 Reading and 1 Mass Media	9%
1 Reading and 0 Mass Media	3%
0 Reading and 3 Mass Media	-
0 Reading and 2 Mass Media	1%

N = 171

LEGEND: 3 Reading and 3 Mass Media shows that the student was reading in three areas and using the mass media in three areas.



Table XLVIII shows that during the week of November 11, 61% of the students were reading in two or three areas, and using one, two, or three of the mass media. Another 9% of the students were reading in two or three areas and using none of the mass media.

The largest group (24% of the students) was reading in two areas and using two of the mass media. A detailed breakdown of the areas of communication for this group shows that:

14% of the students were getting communication through newspapers, magazines, radio, and television;  
8%, through books, magazines, radio, and television;  
2% had varied patterns, which included films three times out of four.

The second largest group, (15% of the students) was reading in one area and using two of the mass media. A breakdown of this group showed:

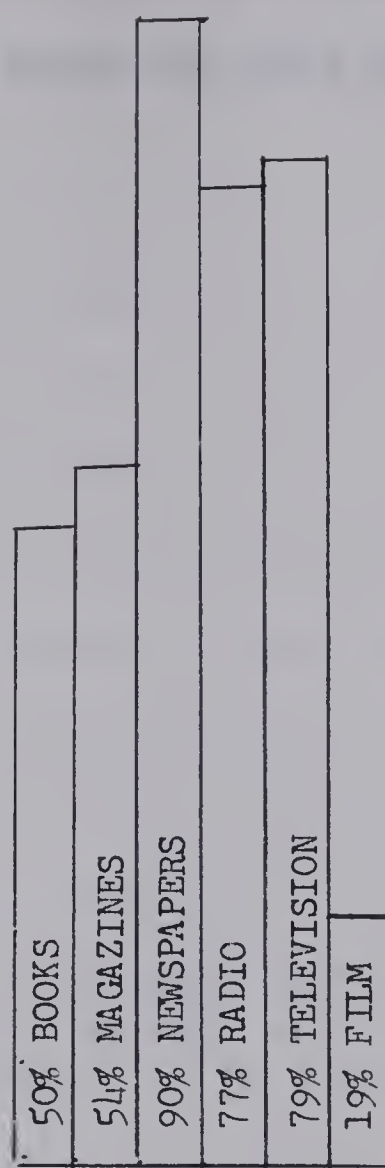
9% of the students were getting communication through newspapers, radio, and television;  
3%, through books, radio, and television;  
3%, also had varied patterns which included films five times out of six.

The third group (13% of the students) using three areas in reading and two of the mass media all listed books, magazines, newspapers, radio, and television.

Figure 10 below shows the percentages of the 171 students using each media of communication during the week of November 11.







N = 171

FIGURE 10

PERCENTAGES OF STUDENTS USING EACH OF THE ABOVE MEANS OF  
COMMUNICATION, BOOKS, MAGAZINES, NEWSPAPERS, RADIO,  
TELEVISION, AND FILM, DATA TAKEN FROM THE "LOGS"  
OF NOVEMBER 11



Newspapers were reported as being consumed oftenest, with television and radio in second and third places.





## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### A. READING IN GENERAL

In answer to the questions posed in Chapter I of this study, the investigator found that most of the students were reading in one or more areas (books, newspapers, or magazines). However, students showed a variety of free-time activities; radio and television were regular means of communication for most of the students; film viewing was occasional; other demands on student time were made by meetings in the evening, extra curricular activities, and gainful employment.

Tabulations from Questionnaire No. 2 showed that about 50 per cent of the girls and 65 per cent of the boys felt that they had time to read; and that only about 35 per cent of the girls and boys in grades eleven and twelve, compared to 50 per cent in grades nine and ten, were reading more than three hours per week.

The "logs" showed that the reading of books was highest in grade nine, and fell off in grades ten, eleven, and twelve. Figure 8 shows that a smaller percentage of the students in grade twelve were reading books than in the other grades, and this was most noticeable for the boys, of whom only 9 per cent were reading books.

On the other hand, the reading of newspapers and magazines generally increased in grades ten, eleven, and twelve.

Apparently there are many factors involved in the limitations of a student's "free" reading time, and the most of these are such that the school has no control over them. However the school might ask: are the grade twelve students being pressed so hard by their studies that their reading amounts to little more than brief articles and short stories from newspapers and periodicals?



## B. STUDENT INTEREST IN BOOKS

Information gathered from the "logs" seemed to show that girls were interested in stories about growing up, love, and careers; that boys were reading animal, sports, and adventure stories; and that the older boys were adding history to the list. In general, reading interests differed more in grades nine, ten, eleven, and twelve according to sex than to grade.<sup>1</sup>

The students reported that they had access to several book sources: the school library, collections of books at home, the public library, paperback stands, and book clubs. Since a good supply of books was accessible to the students, they were probably able to choose from a wide variety of books reading that was of interest to them.

## C. STUDENT INTEREST IN NEWSPAPERS

Nearly all of the students reported that they had either a daily or a weekly newspaper at home, and indications from the "logs" and the second questionnaire were that from about eighty to ninety per cent of the students were reading one or the other.

The quantity of newspaper reading was greater in grades eleven and twelve than it was in grades nine and ten. Though this might indicate that the habit of reading newspapers is well established by the end of high school, it does not mean that the students are

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<sup>1</sup>. Furness found that from grade six on, sex was a dominating factor in governing reading interests. (See Chapter II).





mature in their newspaper reading.

In general only twenty per cent of the students were reading the editorials, but it will be noted in Table LI that thirty-four per cent of the boys in grades eleven and twelve were reading this section.

The students' "logs" showed the following four areas of interest in rank order: girls were reading comics, the women's page, local news, and world news; boys chose the comics, the sports page, world news, and local news.

Though the comics ranked first, only five students (boys from grades nine and ten) indicated reading only comics, and just a little over ten per cent of the students said they were reading little else than the comics.

That the boys were more interested in world and national news than the girls was shown by the smaller percentage of boys, compared with the girls, who merely skimmed the headlines.

On the whole, a higher percentage of the boys than of the girls were reading world, national, and provincial news; and about the same percentages of the boys and the girls were reading local news.

Local news seemed to be of highest interest to the girls.

#### D. STUDENT READING OF MAGAZINES

Almost all of the students said that there were magazines at home, and about half of them said they were reading them. However, about twenty per cent of the "logs" (the largest percentages from grade nine and the smallest from grade twelve) indicated that there were no magazines at home of interest to the students. (See Table XX)

Does this indicate that many grade nine students are not





ready for the magazines usually found in the home? Do parents see the need for magazines suited to the younger boys and girls?

In rank order, the five most popular types of magazines among the girls were women's magazines, popular magazines, Weekend Magazine and Star Weekly, girls' magazines and Life. The order was slightly different among the boys who listed the magazines in the following way: Weekend Magazine and Star Weekly, popular magazines,<sup>2</sup> Reader's Digest, Life, and sports and nature magazines.

What sections interest high school students? Non-fiction, humor, fiction, and editorials were ranked in that order by both the girls and the boys. The four most popular areas of non-fiction reading by girls included the world of entertainment, news features, young people's problems, and homemaking, listed in rank order. The boys ranked news features, science, politics, and sports as the four areas of greatest interest.

To sum up the reading of books, newspapers, and magazines, girls seemed interested in careers, love, and family life; boys were more interested in the out of doors, sports, adventure, and the world at large.

#### E. OTHER DEMANDS ON STUDENT TIME

An examination of the data on "other demands on student time" showed that more than half the students were gainfully employed, taking

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<sup>2</sup>. Maclean's, Saturday Evening Post, Liberty, Look.





part in extra curricular activities, and attending meetings in the evening.

Though the percentages of students gainfully employed differed only slightly between grades nine and ten, and grades eleven and twelve, the percentages of students working for more than five hours per week were greater for the students of grades eleven and twelve, than for those of grades nine and ten.

It was also evident that the percentages of girls in grades eleven and twelve, giving time to extracurricular activities and to evening meetings, and spending considerable time in these activities, were smaller than the percentages in the other groups.

#### F. RELATIONSHIP OF READING TO LISTENING AND VIEWING

An examination of the "logs" from 171 students showed that only two students were listening and viewing without reading, and nine were reading without either listening or viewing. In general the students were reading and using audio-visual communications.

Among media of communication used by the students, newspapers ranked first and radio and television were about equally used in second and third places.

Since about half the students had their own radios, the programs they listened to would often be unsupervised by the parents. (Most of the "logs" examined in the week of November 11 indicated that the radio listening was exclusively music.)

In this survey, the investigator has made no attempt to measure how much reading, viewing, and listening was being done by the students, except as was revealed by the student estimates of time





spent in these activities.

### CONCLUSIONS<sup>1</sup>

1. About one-half of the girls and two thirds of the boys reported that they felt that they had time to read.
2. a. It appeared that students had easy access to a good supply of suitable books.  
b. Slightly more than half of the girls and somewhat fewer than half of the boys were reading books: the students in grade nine had established the habit of reading books; however, this habit was less evident in grades eleven and twelve.  
c. Students, in general, stated that they read and liked paperbacks.
3. a. Between eighty and ninety per cent of the students reported that they were reading newspapers.  
b. Newspaper reading had a good beginning in grade nine, and was well established by the students in grades eleven and twelve.  
c. Between fifty and sixty per cent of the students showed interest in world and local news; interest in national and provincial news was lower.  
d. About twenty per cent of the students were reading the editorials.  
e. The comics were most widely read. The women's page (for the girls) and the sports page (for the boys) ranked second in popularity.

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<sup>1</sup>. These conclusions are valid only for the time and population mentioned in the survey.





4.
  - a. About forty per cent of the students were reading magazines.
  - b. Magazine reading, like newspaper reading, had a good beginning in grade nine, and was well established in grades eleven and twelve.
  - c. Such magazines as Maclean's, Saturday Evening Post, Liberty, and Life, as well as Weekend Magazine and Star Weekly were ranked high by both the girls and the boys.
  - d. Girls' magazines and boys' magazines ranked lower than those mentioned above in (4.c), but there was no indication that they were as available.
  - e. The magazines found in many homes did not appeal to the students of grades nine and ten.
5.
  - a. Girls seemed interested in careers, love, and family life; boys were more interested in the out-of-doors, sports, adventure, and the world at large.
  - b. Little reading of Catholic literature was mentioned on the "logs".
  - c. Students in grade twelve found little time to read more than short stories, news stories, and articles.
6. Gainful employment, extracurricular activities, and evening meetings made considerable demands on student time. Each of these activities engaged more than half of the students.
7.
  - a. More than half of the students owned their own radios.
  - b. In general, television and radio were regular media of communication for the students; to these mass media most of the students were adding reading.



- c. Students exchanged views on films, television programs, magazines and newspapers.

#### RECOMMENDATIONS

1. Since many students (about half the girls and a third of the boys) stated that they had little time to read, teachers of English, especially in grades ten and eleven, might consider the possibility of regular supervised reading time during English periods.
2. The study shows that students were reading, and often buying paperbacks. It is recommended that librarians might consider the possibilities of suitable paperbacks being put on the library shelves, that teachers give thought to adding soft-cover books to the supplementary reading for their courses, that parents make themselves familiar with the many types of paperbacks now available, and that students be given some aid in learning how to purchase paperbacks.
3. Many of the students questioned in the survey said that there were magazines in their homes, but none of interest to them. Parents might be informed of this statement made by so many students so that they may ascertain whether or not this is the situation in their homes.
4. School librarians might consider putting into circulation digests and collections of short stories and essays for the use of those students who have little time to read.
5. Little reading of Catholic literature was evident. This is an area of study for both clergy and laity to find out why students, generally, in Roman catholic separate schools are not reading





Catholic literature,

6. The literature program might be built around student subject interests.
7. Since the reading interests of girls and boys differed greatly, high school principals might consider the advisability of having segregated classes for the teaching of literature.









## QUESTIONNAIRE I

## STUDENT'S "READING, LISTENING, VIEWING LOG"

## NOTE TO STUDENT:

Your carefully kept reading, listening, and viewing "log" for a period of three weeks will be part of a school project aimed at helping teachers and librarians choose suitable reading matter for students in high school.

In no way will what you say, or the books you have read affect your grades in school. Your frank, honest answers will be most helpful in this project.

You will note that your name will not appear on this log

Please fill in the blanks: AGE ... GRADE ... SEX ...

Circle the appropriate word for your answer to each of the following questions:

- |                                     |     |    |
|-------------------------------------|-----|----|
| 1. Do you have a radio at home?     | Yes | No |
| 2. Do you have a radio of your own? | Yes | No |
| 3. Do you have television at home?  | Yes | No |

Note: this short questionnaire immediately preceded the distribution of the "log forms".



## FREE READING LOG

STUDENT'S "FREE READING" LOG FOR THE WEEK OF .....

Please fill in the blanks: AGE .... GRADE .... SEX ....

Circle the capitalized word that applies. I live in TOWN.

In the COUNTRY.

"Free Reading" is reading of YOUR OWN CHOICE. It may have nothing to do with your studies; or it may refer to your school work, but it is not reading assigned by a teacher. You may, however, include books on the list for which you later expect to have credit on the leisure reading program in literature.

NOTE: Your free reading may be done at home, at school, while waiting for an appointment. In fact, it may be done anywhere.

BOOKS I HAVE READ (IN WHOLE OR IN PART) THIS WEEK.

Using the method demonstrated in the sample, indicate your reading for the week. Use the following scale of rating:

```
very interesting ***
quite interesting **
merely interesting *
dull                0
```

[illegible]









## MY NEWSPAPER READING

DIRECTIONS: Indicate your reading for the week by filling in the date, the name of the newspaper, and the time spent in reading. Check the sections you have read, using the method demonstrated in the sample.

DATE	PAPER	SECTION													TIME		
		Headlines Only	World News	National News	Provincial News	Editorial Page	Sports Page	Women's Page	Markets	Business	Comics	Features	Ads	Stories	Others (specify)	Local News	
SAMPLE Sept. 1	Calgary Herald						✓				✓		✓				35
		TOTAL TIME FOR THE WEEK ...															

In the newspaper world FEATURE means a distinctive article or story which is not written in the usual inverted pyramid style of news stories.

If you do not have a newspaper at home, put an X in the square.







## MY RADIO LISTENING FOR THIS WEEK

Fill in the table below, using the method demonstrated in the sample.

NOTE: Use the following scale of rating:

very interesting	***
quite interesting	**
merely interesting	*
dull	0

BACKGROUND LISTENING: You have a radio program on as background while you go about doing other things. (B.L.)

ATTENTIVE LISTENING: You listen attentively, and while you listen you do nothing else. (A.L.)

DATE	PROGRAM	TIME	B.L.	A.L.	RATING
S A M P L E					
Sept. 7	Fifteen Minutes of Science Station XYZ	15 min.			**

What kinds of things do you do while you have radio as background?



## MY TELEVISION VIEWING DURING THIS WEEK

Fill in the table below, using the same format as that demonstrated for radio programs, and the same scale of rating.

DATE	TELEVISION PROGRAM	TIME	RATING

(If you have not filled in any of the forms, please write across the face of it why, e.g., I have no time to read the paper.)

## MOVIES YOU MAY HAVE SEEN AT THE THEATRE DURING THE WEEK

(Use the rating given above for television.)

MOVIE

RATING

You might tell why you rated this film as you did.





## QUESTIONNAIRE 2

## QUESTIONNAIRE ON YOUR ACTIVITIES OUTSIDE SCHOOL

DIRECTIONS: In the following questionnaire, circle the YES or NO answers, e.g., YES NO

Check the answer in the tables thus: fewer than 20 ( ).

1. Do you have books, other than textbooks, in your home? Yes No

Check the approximate number of books you have at home as shown on the table below:

Fewer than 20	( )
More than 20 but fewer than 100	( )
More than 100 but fewer than 200	( )
More than 200	( )

2. Does your family belong to a book club? Yes No

3. Do you borrow books from the public library? Yes No

4. Do you read paperbacks? Yes No

Do you like paperbacks? Yes No

Do you buy paperbacks? Yes No

5. Do you have a daily newspaper at home? Yes No

Which one(s)?

6. Do you have only a weekly newspaper? Yes No

Which one(s)?

Do you read the newspaper? Yes No

7. Do you live in town? Yes No

8. Do you have magazines at home? Yes No



Check which of these you get at home?

Maclean's	Saturday Review	Saturday Evening Post
Star Weekly	Atlantic Monthly	Sign
Newsweek	Weekend Magazine	Ave Maria
Time	Chatelaine	Family Circle
Life	Sports Illustrated	Canadian Geographic
Look	Liberty	National Geographic
Columbia	McCall's	Harpers
Saturday Night	America	Redbook

List others .....

9. Which magazines do you read?

10. Do you vie with one another at home to get the magazines first? Yes    No

11. About how many hours a week do you spend on "free reading"?

Check the answer that most nearly approximates the time.

1 - 2 hours	( )
2 - 3 hours	( )
3 - 4 hours	( )
More than 4 hours	( )

Do you feel that you have time to read? Yes    No

12. Do you watch television? Yes    No

Check the approximate number of hours per week you spend in watching television.

1 - 5 hours	( )
5 - 10 hours	( )
10 - 15 hours	( )
More than 15 hours	( )

13. Do you take time off to LISTEN (really listen) to radio, Yes    No





Check the approximate number of hours per week that you spend attentively listening to radio.

1 - 5 hours ( )  
 5 - 10 hours ( )  
 10 - 15 hours ( )  
 More than 15 hours ( )

14. Do you discuss any of the following with your friends?

Check those you discuss.

Shows	( )	Magazines	( )
Newspapers	( )	Radio Programs	( )
Books	( )	Television Programs	( )

15. Do you work after school or on Saturday Yes No

How many hours a week do you work?

1 - 2 hours ( )  
 2 - 5 hours ( )  
 5 - 10 hours ( )  
 10 - 15 hours ( )  
 More than 15 hours ( )

16. Are you busy with extra curricular activities during the week? Yes No

Check the approximate number of hours per week you spend on extracurricular activities.

1 - 2 hours ( )  
 2 - 5 hours ( )  
 5 - 10 hours ( )  
 More than 10 hours ( )

17. Do you attend meetings in the evening? Yes No

Check the approximate time you spend at meetings per week.

1 - 2 hours ( )  
 2 - 5 hours ( )  
 More than five hours ( )



## APPENDIX II





## BOOKS READ BY THE GIRLS IN GRADE NINE

## VOCATIONAL

Bernie Becomes a Nun  
 Flying Doctor  
 Lamp is Heavy, A  
 Nurse Errant  
 Young Reporter, The

Sr. Maria Del Rei  
 Dale  
 Russell, S. M.  
 Andrews, Lucilla  
 Braithwaite

## GROWING UP

Carmelita  
 Eight Cousins  
 Extra Special  
 Girl Called Chris (4)  
 Going on Sixteen  
 Ho Ming (2)  
 Little Women  
 Summer for Seven  
 Summer Madness (3)  
 Wait for Marcy (5)

Alcott, Louisa May  
 Lambert, Janet  
 Nelson, Marg  
 Cavanna  
 Lewis, Elizabeth Foreman  
 Alcott, Louisa M.  
 Lambert  
 Lambert  
 du Jardin

## FAMILY

Mama's Bank Account  
 Snips and Snails

Forbes, Kathryn  
 Baker, Louise

## ROMANCE

Light That Failed, The (3)  
 Love Letters (2)  
 To Tell your Love  
 Trembling Years, The (2)

Kipling  
 Massie  
 Stolz

## MYSTERY

Murder Takes the Veil  
 Hidden Valley Mystery  
 Clue in the Castle, The

Hubbard, Margaret Anne  
 Wells

## ADVENTURE

Heart of Danger (2)  
 Sleeping Mines  
 Wilderness Wife (2)  
 Kisimusi

Pease  
 Finney, Gertrude E.  
 Pinkerton, K.  
 Calkins

Note: A number in brackets, such as, (2) indicates that the title was listed twice on the logs for the girls of Grade IX.



## BOOKS READ BY THE GIRLS IN GRADE NINE (CONTINUED)

## BIOGRAPHY

Courageous Catherine	Sr. Raymond Marie
Dominic Savio	Lappin
Friar Among Savages	Brother Kurt Antonius
Glorious Folly, The	de Wohl
I'm Fifteen and I Don't Want to Die	
Padre Pio (2)	De Liso
Trapp Family Singers, The	Trapp

## OTHERS

Robe, The	Douglas
Kids Still Say the Darndest Things	Linkletter
Skeletons From My Closet	Hickcock, Alfred
Thorn of Arimathea, The	
Across the Sea of Stars	Clark, Arthur
Blue Treasure	Girvan
Cherry	
Dark Wood	Weston
Dead Men's Money	Fletcher
Friends in the End	Dex
Hearts Do Not Break	
Jungle Girl	
My Cousin Rachel	
Net, The	Beech, Rex
Please Don't Eat the Daisies	Kerr
Red Lily, The	Ryan
Rose in Bloom	Alcott
Runaway Alice	Murphy
Son and the Sea, The	Chase, I.
Salvation Johnny	Scott
Sandy	Gray
Strangely Enough	
Tender Age, The	Lehr
Tom Swift and the Giant Robot	
Yellow Shadows	Rohmer





## BOOKS READ BY THE GIRLS IN GRADE TEN

## GROWING UP

Big Doc's Girl		Medearis
Girl Called Chris, A	(3)	
Girl Who Kept Faith, The	(2)	Lees, M.
Going on Sixteen		Cavana, Betty
Seventeen Reader, The		Iver
(Short stories)		

## VOCATIONAL

Country Doctor		
Dr. Barton	(2)	
Jet Stewardess, A		
Junior Intern		Nourse
Sue Barton, Student Nurse		

## ROMANCE

Bridge of San Luis Rey		Wilder, Thornton
Ramona (2)		Jackson, H. H.
Seventeenth Summer		Daly, Maureen
Trembling Years, The		Barber, Elsie

## MYSTERY

Case of the Long-legged Model, The		Gardner
Haunted Bookshop (3)		Morley, Christopher
Mystery Walks the Campus		Turngren
Trixie, Belen		Kenny

## ADVENTURE

Canyon		Schafer, J.
Kisimusi		Calkins
Let the Hurricane Roar		Lane, Rose W.
Mrs. Mike		Benedict
Trail of the North		Rich

## ADULT

Exodus		Uris, Leon
Foundling, The		Spellman
Magnificent Obsession		Douglas
Night to Remember, A		Lord, Walter
Robe, The		Douglas
Silver Chalice, The		Costain, Thomas



## BOOKS READ BY THE GIRLS IN GRADE TEN (CONTINUED)

## CLASSICS

Iliad	Homer
Jane Eyre	Bronte, Charlotte
Odyssey	Homer
Robinson Crusoe (3)	Defoe

## BIOGRAPHY

Anne Frank's Diary	
Fifth Chinese Daughter, The	
John Kennedy	Edward
Miracle at Carville	Martin, Betty
Theresa Neuman	

## RELIGION

Queen's Command, A	Kuhn
Questions I Ask	Daly
Why I Entered the Convent	

## OTHERS

Lost Horizon (2)	Hilton, James
Aysha (3)	Haggard
Cleopatra (2)	Haggard
Child of Storn	Haggard
She (2)	Haggard
Amedeo	Barclay
Aviation from the Ground up (2)	
Backwoods Shack	Whitney
Breath of French Air, A	
Bronze Bow (3)	Speare, E.G.
Captain Wears a Cross, The	Mercer
Cherry Blossom Clinic	
Dr. Jones	Hunt, Elizabeth
Golden House, The	
Golden Sovereign	Lyon
Griffin's Way	Yerby
Heart's Design	Butters, Dorothy
It Always Rains in Rome	
Other Side of the Track, The	McCowland
Promises to Keep	Walsh
Shannon's Way	Cronin
To Catch an Angel	
Werewolf, The	
World I Saw, The (2)	Maynard
Meg	Keogh, Theodore





## BOOKS READ BY THE GIRLS FROM GRADE ELEVEN

## GROWING UP

Black Opal (2)  
 Girl of the Limberlost  
 Life with Mother Superior (2)  
 Wait for Marcy

Bird, Dorothy  
 Stratton-Porter, Gene  
 Du Jardin, Rosamond

## VOCATION

Australian Nurse  
 Auxiliary Nurse (2)  
 Grassroots Nurse  
 Nurse Larken, Heiress  
 Plantation Doctor  
 Plantation Nurse  
 Quayside Hospital

Lees, M.  
 Seifert  
 Nickson, Hilda

## ADULT

Disputed Passage  
 Golden Dog (2)  
 Left Hand of God, The (3)  
 So Big

Douglas  
 Kirby  
 Ferber

## BIOGRAPHY

Before I Sleep  
 Roy Campanella

Dooley, Tom  
 Schon, G.

## MYSTERY

Murder Takes the Veil  
 Mysterious Code, The

## OTHERS

Black Widow  
 Feathered Serpent, The  
 Heart's Design (2)  
 Long Traverse, The  
 Maverick Queen  
 Night to Remember, A  
 Silver Mask, The  
 Spring Will Come Again

Butters  
 Pinkerton  
 Grey, Zane  
 Lord, Walter



## BOOKS READ BY GIRLS IN GRADE XII

Forever and Ever (Growing Up)	Lambert
I'm Fifteen and I Don't	
Want to Die (Biography)	
St. Elizabeth (Biography)	
Jennifer	
Lantern in Her Hand(Pioneers)	Aldrich, Bess Street
Mirrors (3) (short stories)	
Nurse Larken, Heiress	Seifert
Nun's Story, The (Adult)	Hulme
Road to San Jacinto	Foreman, L. L.
To Catch an Angel	
Windruff of Links Tor (Animal)	Chipperfield, Joseph





BOOKS READ BY THE BOYS IN GRADE NINE IN SCHOOLS "A" AND "B"  
DURING THE THREE-WEEK PERIOD OF THE SURVEY

ADVENTURE STORIES

Adventure North	Pinkerton
Arctic Assignment	Farrar, F. S.
Gallows Rock	
God is my Co-pilot	Scott
Golden Trail, The	Burton
Shadow in the Pines	Meador
Survival (short stories)	Squire (Ed.)
Life on the Mississippi	Twain
Lumberjack	Meador
Man who Rode the Thunder, The	Rankin, William
Reach for the Sky	Brickall
Red Badge of Courage	Crain
Sea Snake	Meador
Wooden Horse	Williams
Seven Came Through	Rickenbacker
Virginian, The	Wister

ANIMAL STORIES

Windruff of Links Tor	Chipperfield
Jumper	Kalashnikoff
Old Yeller	Gipson

BIOGRAPHY

Jack Kennedy, Youngest President	Masiss
St. Dominic Savio	
Inuk	Bouillard

HISTORICAL NOVEL

Down the Mississippi	Bulla
----------------------	-------

NON-FICTION

I Take Pictures for Adventure	
Official Baseball	

SPORTS STORIES

Champion of the Court	Verral
Mr. Fullback	
Touchdown Trouble	Miers
Through the Lines	Gault
Inside Tackle	Archibald



## BOOKS READ BY THE BOYS IN GRADE TEN

## ADVENTURE

Air Brigade	Turner
Assignment in Space	Savage
Captain Blood	Sabatini
Fire in the Valley	
Gunboat 658 (2)	Reynolds
Hanging Tree, The	
I Married Adventure	Johnson
Raft, The	Trumbull
Survival (short stories and essays)	Squire (ed.)
Trail of the North	Rich
V.P. Trail	Grey

## SPORTS

Midget	O'Brien
--------	---------

## ANIMAL

Jumper	
Greeka	Chipperfield
Smoky	Jorgenson

## MYSTERY

Egyptian Cross Mystery	
Mystery of the Broken Candle	
Whispering Box Mystery, The	

## FANTASY

Outlaws on Mars	Sakai
The Year Stardust Fell	Jones

## BIOGRAPHY

The Map Maker	Wood
---------------	------

## CLASSICS

David Copperfield (2)	Dickens
Robinson Crusoe	Defoe

## ADULT

Grapes of Wrath	Steinbeck
Oddfish	Benson
Come Rack, Come Rope	Benson





## BOOKS READ BY THE BOYS IN GRADE TEN (CONTINUED)

## OTHERS

Complete Book of Hunting	
Sports of the Times	
All About Cars and Racing	
Primary Chemistry	
Baited Hook	Gardner
City and the Dawn	Allen
Day They Robbed the Bank of England, The	
Doctor and the Son	Gordon
Golden Sovereign	Lyon
Lion's Paw	
Samurai	Sakai
Towards the Flame	Allen
Trouble on the Farm	



## BOOKS READ BY THE BOYS IN GRADE ELEVEN

## BIOGRAPHY

Before I Sleep  
 Kruschev  
 Agony and the Ecstasy

Dooley  
 Richard  
 Stone

## CLASSICS

Tale of Two Cities (2)

Dickens

## HISTORY

China-Soviet Break, The  
 Aschitz  
 Hunting the Bismark  
 Rise and Fall of the Third Reich  
 Auschelus

Zoza, Victor  
 Otto

Shirer

## ADVENTURE

Men Against the Sea

Nordoff

## WESTERN

Hash Knife Outfit  
 Drift Fence  
 Wyoming

Grey  
 Grey  
 Grey

## SPORTS

Pals Forever  
 Password in Courage  
 Short Stop

O'Brien

Guy

## SHORT STORIES

Erotic Exotica  
 Terror by Night

## OTHERS

Grapes of Wrath  
 Red Riddle, The  
 Radio Amateur's Handbook

Steinbeck  
 Harrity and Martin  
 Ham Radio Club





## BOOKS READ BY THE BOYS IN GRADE TWELVE

Night to Remember, A  
Planet of Peril  
Upstart

Lord  
Burroughs



TABLE L

ANALYSIS OF NEWSPAPER READING FROM 265 "LOGS" FROM THE GIRLS  
PERCENTAGES OF GIRLS READING VARIOUS SECTIONS OF THE PAPER

SECTION	GRADE		TOTAL
	IX & X	XI & XII	
N = 265			
Comics	82%	82%	82%
Women's Page	60%	76%	65%
Local News	50%	65%	55%
World News	54%	46%	51%
Advertisements	37%	32%	36%
Sports Page	33%	40%	35%
Features	36%	14%	31%
National News	32%	30%	31%
Headlines Only	28%	29%	28%
Provincial News	29%	25%	27%
Stories	21%	17%	20%
Editorial Page	16%	18%	17%
Business )			
Ann Landers )			
Magistrate's Court )	6%	12%	9%
Employment )			
Markets )			

(87% of the "logs" from the girls showed the reading of newspapers.)

TABLE LI

ANALYSIS OF NEWSPAPER READING FROM 172 "LOGS" FROM THE BOYS  
PERCENTAGES OF BOYS READING VARIOUS SECTIONS OF THE PAPER

SECTION	GRADE		TOTAL
	IX & X	XI & XII	
N = 172			
Comics	90%	88%	98%
Sports Page	63%	68%	65%
World News	51%	70%	58%
Local News	38%	62%	47%
Advertisements	50%	41%	47%
National News	35%	56%	43%
Provincial News	36%	52%	42%
Features	21%	37%	27%
Editorial Page	19%	34%	24%
Stories	20%	25%	22%
Headlines Only	16%	10%	13%
Business, Markets, )			
Women's Page, Magistrate's )	22%	21%	21%
Court, Farm News, Races )			

(78% of the total number of "logs" from the boys indicated reading of newspapers.)





TABLE LII

RANK ORDER OF MAGAZINES READ BY GIRLS (DATA FROM "LOGS")

MAGAZINES	GRADES		TOTAL
	IX & X	XI & XII	
Women's Magazines	26%	44%	32%
Popular Magazines	29%	22%	27%
<u>Weekend, Star Weekly</u>	28%	22%	26%
Girls' Magazines	17%	22%	18%
<u>Life</u>	11%	26%	16%
Movie Magazines	8%	9%	8%
School Magazines	11%	0%	8%
<u>Reader's Digest</u>	6%	11%	8%
Current Event Magazines	3%	15%	8%
Farm and Ranch Magazines	6%	2%	5%
Satirical and Humourous Magazines	4%	7%	5%
Religious Magazines	4%	4%	4%
Family Magazines	3%	2%	2%
Men's Magazines	0%	7%	2%
Beauty Culture	0%	7%	2%
Sports and Nature	0%	2%	1%
Social Welfare	0%	2%	1%

N = 133



TABLE LIII

RANK ORDER OF MAGAZINES READ BY THE BOYS (DATA FROM "LOGS")

MAGAZINES	GRADES		TOTAL
	IX & X	XI & XII	
<u>Weekend, Star Weekly</u>	30%	60%	43%
Popular Magazines	15%	23%	18%
<u>Reader's Digest</u>	12%	21%	15%
<u>Life</u>	15%	16%	15%
Sports and Nature	22%	5%	14%
Boys' Magazines	20%	2%	12%
Satirical and Humourous Magazines	6%	16%	10%
Current Events Magazines	5%	16%	10%
Religious Magazines	8%	8%	9%
Men's Magazines	3%	9%	5%
School Magazines	8%	0%	5%
Farm and Ranch	8%	2%	5%
Women's Magazines	2%	8%	4%
Movie Magazines	6%	0%	4%
Industrial and Mechanical	2%	5%	3%
Arts Magazines			
<u>Canadian Geographical Journal</u>	2%	0%	1%

N = 102





Gruneau Research Limited (861 Broadview Avenue, Toronto, Ontario) made the Edmonton Journal Audience Study in October, 1961 for the Southam Company Limited.

The findings of the survey show that 79.2 per cent of the respondents in the 15 - 24 years age group had read something in the Journal on the day of the interview.

In answering the questions about television, 85 per cent of the same respondents stated that they had been viewing television during the previous week. Table LIV, below, shows estimates of the time spent by the 15 - 24 years age group in watching television during the week.

TABLE LIV

PARTIAL LISTING FROM THE EDMONTON JOURNAL AUDIENCE STUDY  
SHOWING THE TIME SPENT WATCHING TELEVISION AS  
ESTIMATED BY THE 15 - 24 YEARS AGE GROUP

TIME SPENT	PERCENTAGE OF RESPONDENTS
Less than 6 hours	22.9%
6 - 10 3/4 hours	32.3%
11 - 15 3/4 hours	24.0%
16 - 20 3/4 hours	7.3%
21 - 25 hours	3.1%
26 - 30 hours	4.2%
31 - 40 hours	5.2%
41 or more hours	1.0%

(96 = 100%)



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